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ABSTRACT

This guide assumes a basic familiarity with some principles, techniques, activities, materials, and lesson planning strategies for teaching English as a Second Language (ESL) to adults. The approaches, techniques, ideas, resources, and information in the guide are designed to provide guidance for the teaching of literacy to adult students. After an introductory section, chapters address the following: (1) general goals and specific performance objectives for literacy students; (2) general principles and specific approaches to literacy teaching; (3) literacy teaching methods, including pre-reading and pre-writing activities, phonics and sight word techniques, and reading and writing techniques; (4) curriculum content for three levels of instruction; (5) lesson planning, including a lesson plan form and three sample lesson plans, one at each instructional level; (6) development and selection of instructional materials, including a brief bibliography of instructional and reference materials; (7) assessment of student progress, with a sample literacy assessment test and a discussion of ongoing evaluation; (8) suggestions for teaching mixed literate/illiterate classes; and questions to be asked in teacher self-evaluation. Appended materials include reproducible alphabet and number charts, sample worksheets, and a list of 29 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Handbook for Volunteer ESL Literacy Teachers

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HANDBOOK FOR VOLUNTEER

ESL LITERACY TEACHERS

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Introduction

Teaching literacy skills to adult limited English speaking students is a challenging and rewarding experience. As a volunteer teacher/tutor, you will be giving your students a skill that will help them in their everyday lives, their work, and their communities. In 1956, William Gray stated in the Encyclopedia of Education:

> *A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his cultural group.*

And, in 1962, UNESCO stated:

> *A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainments in reading, writing, and arithmetic make it possible for him to continue to use these skills toward his own and the community's development.*

WHO WILL YOUR STUDENT(S) BE?

Your students may be from Laos, Ethiopia, El Salvador, Haiti, or any other country. They will be male and female, housewives and factory workers, 25 and 55 years old. Your students may count subway stops rather that reading the names of the stops; buy food because of what the box looks like rather than reading the label or price; not know the total amount of money they will need for their purchases; not know what building to go into because they cannot read the name or number; cash a check not knowing if they have been given the correct amount of money.

Wayne Haverson and Judith Haynes in ESL/Literacy for Adult Learners (1982) grouped limited English speaking adults who need literacy training into four categories:

1. *Preliterate students speak a language which is not written.*

2. *Nonliterate students speak a language which is written, yet they have no reading and writing skills in their native language or any second language.*

3. *Semiliterate students have had some formal education (3-4 years) and they have minimal literacy skills in their native language or a second language.*

4. *Students who are literate in a Non-Roman Script can read and write in a language which does not use the Roman alphabet.*

WHAT IS YOUR ROLE AS A VOLUNTEER ESL LITERACY TEACHER?

There are a variety of ways that you might be providing literacy instruction. Depending on who you are teaching and what program you are connected to, you may find yourself in any one of the following situations:

- You may already be teaching ESL to students with literacy problems and feel the need to incorporate literacy instruction into your ESL class.
- You may serve as a teacher aide, working in the class of an ESL teacher who has two distinct groups of students in his or her class - those who are literate and those who are not.
- You may be a literacy teacher pulling a small group of students out of an ESL or reading class to provide them with literacy instruction.
- You may be providing supplemental tutoring to ESL students who need literacy instruction.
- You may tutor a student who has a good command of the English language orally, but who has never learned to read or write in English.

Whatever role you find yourself in, you will be helping your students adjust to life in a western literate society.

THE HANDBOOK

You should already be familiar with some basic principles, techniques, activities, materials, and lesson planning strategies for teaching ESL to adults. The approaches, techniques, ideas, resources, and information in the Handbook are designed to give you the guidance you need to provide appropriate literacy instruction to adult students.

It is best to read all of the Handbook before you begin teaching. The Goals, Approaches, and Techniques sections (Chapters 1, 2, and 3) will provide you with a variety of instructional objectives and activities to start you on your way in your literacy teaching. The Curriculum and Materials sections (Chapters 4 and 6) and the Appendix will provide you with information and resources for outlining your course of instruction, determining the appropriate sequencing of your activities, and deciding what materials to use. Lesson Planning (Chapter 5) is one of the most important aspects of any teaching; planning a literacy lesson that incorporates the needs of your students and allows for active student participation will help to ensure a good learning experience for your students. Chapters 7, 8, 9, and 10 will help you address particular teaching situations, as well as evaluation and assessment needs.

1. Goals for Literacy Students

The basic goal you should have for your literacy students is for them to gain literacy skills that will enable them to:

- be more functional in the literate society around them;
- express their needs and desires;
- further their own development.

A variety of skills are needed to reach this goal. Your student(s) will need to work toward being competent in certain specific skills. Depending on the literacy level of your student(s), you will want to focus on several performance objectives in order to assist your students in acquiring the needed skills.

PERFORMANCE OBJECTIVES

Pre-Reading and Pre-Writing Skills

Skills that include handwriting, copying, and identifying letters, numbers, words, and sentences.

- Follow left to right progression and top to bottom sequencing
- Identify the same/different shape/letter/number in a row; match shapes/letters/numbers
- Identify dictated upper and lower case letters and numbers from a row; identify complete and incomplete letters/numbers
- Copy upper and lower case letters, numbers, words, sentences, short paragraphs
- Identify a word from a row of words; separate words from a row of letters
- Identify a sentence from a row of words
- Unscramble words into an appropriately ordered sentence
- Fill in missing letters in words, missing words in sentences

Sound-Letter Correspondence Skills

Skills that include identifying and producing sounds, key words (words used for decoding - "sounding out"), and sight words.

- Identify names and sounds of all letters

- Produce initial and final sounds (consonant and consonant cluster) of designated/key/known words; match initial sound with known words
- Produce sound combinations/patterns in designated/key/known words
- Identify dictated key/sight words from a row of words
- Put key/sight words into sentences in appropriate known contexts

Comprehension/Expression Skills

Skills that include responding orally and in writing to written and oral requests and questions.

- Respond appropriately (orally or written) to printed words (filling out forms, identifying price, following written directions, etc.)
- Respond appropriately in writing to oral request (name, address, phone number, messages, etc.)
- Respond appropriately (orally and/or written) to questions about more involved/lengthier text
- Identify context clues in a text
- Respond appropriately (orally and/or written) to questions about a text that require knowledge beyond the text and/or inferences about the text
- Respond orally and/or in writing to a situation (leaving a note for a landlord about a broken appliance, etc.)
- Express orally and/or in writing one's own desires, interests, and needs (writing a letter to request information, etc.)

In setting more immediate survival literacy goals (i.e., mastering the literacy skills needed to go shopping or communicate with a landlord) and in determining specific performance objectives, you should take into consideration your students' abilities (oral skills, existing literacy skills in any language), needs (top priority survival areas), and educational backgrounds (familiarity with class and school environments). Your expectations of your students must be realistic and goals or objectives should be worked towards with planned sequential steps. Other information that will help you to develop practical goals and objectives for adult students includes knowledge of their life experiences, their self-images, their physical abilities, their concept of the teacher/student relationship (the teacher as an authority figure, friend, facilitator, etc.), and their expectations of the teacher (how the teacher should act, how hard the teacher should push students, how much the teacher should help students, etc.).

2. Principles and Approaches to Teaching Literacy

GENERAL PRINCIPLES

There are a number of general principles that a literacy teacher of limited English speaking adults should keep in mind at all times. First and foremost, when teaching adults you must use methods and materials appropriate for adults. Even though your students may be similar to children in that they are learning to read and write in English for the first time, they have the cognitive, emotional, and experiential maturity of adults. All teaching activities should stress:

- the practical usages of literacy that meet the literacy needs of your students
- the use of the target language (English) in class
- the optimal use of time, concentrating on main points
- active participation of the students that goes beyond mimicking the teacher to generating one's own questions and answers and to freely using literacy to address one's own day-to-day concerns

Oral practice with sentences, words, and sounds is strongly recommended before any reading or writing activities are introduced. Students will respond more readily to literacy activities when the words or structures used in those activities are already understood and can be produced orally. Because your students will not have a full command of the oral language, grammar structures, and vocabulary, it is essential that oral proficiency be practiced before reading and writing proficiency can be developed.

As a literacy teacher, it is important to determine the oral English skills of your students and the literacy skills of your students in their native language and in English. Once those skills have been assessed (see pages 81 - 87, Assessment), you will be able to plan literacy lessons at the appropriate level. If your students are literate in their native language, many Pre-Reading and Pre-Writing Skills will not need to be addressed; you can proceed to working on encoding speech (the production of

written symbols for the corresponding sounds) and decoding the printed word ("sounding out" written words; see pages 23 - 33, Phonics). Once you establish the student level, you should present classroom activities in a carefully planned sequence.

It is important to remember that even though your students are capable of complex thinking and perhaps even second language speech, you cannot expect complex writing (sentences and paragraphs) from them early on. For some students, writing sentences and paragraphs will never be a need or desire; reading prices in a grocery store, punching a time clock, and cashing a paycheck may be their most important needs. The literacy instruction you provide must meet the needs and desires of your students, and the learning activities you plan must reflect your awareness of their level of ability.

APPROACHES TO LITERACY TEACHING

There are a variety of approaches to teaching literacy. They can be grouped into four basic types:

- Synthetic Approaches, which begin with individual sounds, using them to build words and sentences
- Analytic Approaches, which begin with written ideas, sentences, or words and break them down into specific syllables
- Functional Approaches, which relate literacy to specific actions being performed by the students
- Inductive Approaches, which begin with the life experiences of the students and generate literacy materials from those experiences

All of these approaches have been widely used in first language literacy programs, and many programs incorporate more than one approach into their curriculum, materials, and instruction. English as a Second Language literacy programs have adapted these approaches for teaching limited English speaking adults.

Synthetic Approaches

A widely used synthetic approach that is based on phonics

(sound-letter correspondence) was developed by Frank C. Laubach. A lesson would begin with several simple pictures. From each picture, a single sound and its corresponding written symbol would be derived. Next to that letter would be written a syllable and then a simple word. For example, there would be a picture of a man and a boy; an "f" would be written inside the figure of the man, then written below the picture would be the syllable "fa" and then the word "father". In this manner, a number of syllables would be generated that would lead directly to target words such as "father" and then be used to develop other words, phrases, and sentences.

Analytic Approaches

Those who use analytic approaches begin with simple sentences or phrases, take "key" words out of these contexts, and then break the key words down into basic syllables. For example, in "Sang is at the hospital", "hos-pi-tal" is the key word that is then broken down into syllables. Individual sounds are not taught because it is felt that most consonants and vowels are naturally said in the context of at least a syllable. Emphasis is on sight word recognition within the contexts of sentences and short stories. Grammatical words such as prepositions are taught first in their smallest naturally occuring contexts - at the hospital, on the table, in the kitchen - and then put into short sentences and short stories.

Functional Approaches

Functional literacy approaches have been widely used by UNESCO in their literacy programs. Literacy lessons are directly related to work and vocational training that the students are involved in. The context of the teaching materials is the actions that the students are performing or being taught to perform, such as "The stitcher sews with a sewing machine." Usually a lesson begins with a sequence of a few sentences with accompanying pictures of the actions. The sentences are then analyzed for phrases, key words, syllables, and sound-letter correspondence, which are then used to synthesize the same and other syllables, words, and sentences. The "global" aspects of this approach emphasize educating adults as a part of a group, not as individuals, in a given environment, with prospects for further economic development and advancement.

Inductive Approaches

There are several kinds of inductive approaches that can be used after students have achieved a higher ESL oral abil-

ity. All of these approaches derive their materials directly from the life experience of the particular individuals who are learning. Once words are selected, they are often worked with using either synthetic and/or analytic techniques. Three somewhat different examples of this ideology are the Language Experience Approach, the Problem Posing Method, and Paulo Freire's Education as Cultural Action.

The Language Experience Approach begins with an oral discussion about an experience, situation, or problem common to many of the students, such as going to the hospital or a doctor's office. Pictures or other aids are used to facilitate discussion, and each student is given a chance to offer his/her thoughts on, or experience with, the subject. A student might say, "I hurt my leg. The doctor took a picture of it." The teacher writes on the board or a flip chart exactly what the student says. From these sentences, the teacher develops the first reading activities and chooses key words and phrases for the first writing lessons. The emphasis of this approach is on presenting the printed word in a meaningful, personal context for the students and having them read and write their own words.

The Problem Posing Method begins with the teacher listening to the concerns of his/her students, selecting a common situation, and presenting it back to the students in the form of a picture or picture series, dialogue, or story. A problem such as a child having a high fever could be used. A picture of the situation could be shown and the teacher would then pose questions about the situation that would help students develop their own critical thinking abilities and find their own solutions to the problem. Examples of questions are: "What do you see?" "What is the problem here?" "Do you ever have this problem?" "Why is there a problem?" and "What can you do?" Then student responses would be written by the teacher. Like the language experience story, the problem solving question/answer dialogue can be used to generate phrases and words for many different literacy activities. This approach has also been used in conjunction with functional literacy programs where the problem being analyzed is work related.

Paulo Freire's Education as Cultural Action or consciousness-raising is similar to the Problem Posing Method but with a pervasive emphasis on literacy as a tool for personal and social liberation. Teachers interact with students as equals and student issues are taken seriously, with alternative solutions being developed and encouraged. "Generative words," taken from the students' experiences, are used in a variety of activities to practice literacy skills. While this socio-political ideology can be relevant to our students

learning literacy in a second language, in English, one of his central techniques, that of generative words, is difficult to use with a frequently non-phonetic language like English.

Choosing an Approach

In choosing an approach to use with your students, you must let their needs, abilities, and desires be your guidelines. You will most likely develop an eclectic approach with one class that may be somewhat different with another class. For example, with an absolute beginning group, you would use primarily synthetic and analytic methods such as letter recognition, sight words, elementary decoding, and so on. With a more advanced group, you could start with some language experience stories or problem posing and derive phrases and sentences for decoding and longer non-phonetic sight words from these materials.

At one point, you may prefer to use the analytic approach - beginning with meaningful sentences and breaking them down - but find that your students don't understand or can't produce certain words or sounds. For example, in the sentence, "I hurt my hand", the student may not understand the word "hurt" or be able to say (or read) the "rt" or "nd" consonant blends. You will have to work on the oral pronunciation of these blends and the meaning of the new term before the sentence will make sense and the term can be used for reading and writing.

To help your students deal with their day-to-day needs and concerns, you may want to try a language experience story but find that your students' speaking ability does not permit them to express longer thoughts and ideas about a particular topic. You will find that you need to back up and use synthetic and analytic approaches to work on the vocabulary, grammar structures, and phonemes that relate to the basic problem or concern. Once your students have the specific tools to express themselves, you can then proceed with the language experience story.

If a survival need like filling out an application form is present but the student's literacy/ESL ability to fulfill the need is not adequate, then work on the particular structures, vocabulary, phonemes, and graphemes that will enable the student to personally deal with his or her own concern. This may have to be done in small steps. For example, you can relate activities to several small sections of the ap-

plication form or to a shortened and simplified application form before expecting the student to be able to tackle the actual application.

Don't feel bound to any one approach. Your students will have varied needs and different learning styles. In most instances, using different approaches in an eclectic way will suit your students well.

3. Literacy Methods and Techniques

Many literacy teaching techniques can be presented in an order that directly corresponds to the three main groupings of Performance Objectives: Pre-Reading and Pre-Writing activities relating to visual discrimination and letter production, Sound-Letter Correspondance relating to phonics and sight words, and Comprehension and Expression relating to reading and writing activities. In many cases, especially with reading and writing activities, more than one performance objective would be worked on with any particular technique. However, it is still useful to group techniques by their primary performance objectives.

Within the three major groupings of Pre-Reading and Pre-Writing Activities, Phonics and Sight Words Techniques and Reading and Writing Techniques, examples are given and teaching procedures are outlined for all techniques. Each technique has also been designated as Literacy 1, 2, or 3 according to the level of literacy class for which the example has been written. Many techniques can be used at all levels. See Curriculum Contents section for details on literacy levels.

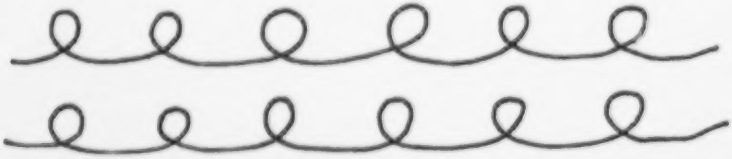
PRE-READING AND PRE-WRITING ACTIVITIES

These types of activities will be needed by all preliterates, by most nonliterates, and by many students who are literate in other writing systems (non-Roman script). Most semiliterates will not need extensive work with many of these techniques. Other students will need extensive practice preceded by clear modeling and demonstrating by the teacher since many of them will not be accustomed to procedures such as matching and circling. Pre-Reading and Pre-Writing Activities work on skills that we may take for granted being brought up in a western literate culture, such as moving from left to right on a page, but these are learned skills that the teacher and student must work on with patience and perseverance.

Left → Right, Top → Bottom Progression

These activities get a student used to holding a pencil and moving it in the directions in which we read and write in English.

Example I. (Literacy 1)

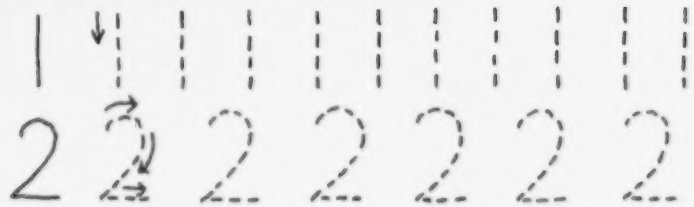


Procedure: Give each student a pencil and blank paper. Show the students how to hold the pencils and place them correctly in their hands. Have students start at the upper left-hand part of the papers and move their pencils across the papers drawing lines as above. Once they have reached the right-hand sides of the papers, have them repeat the activity several times drawing more lines underneath (still left to right) the previous ones.

Example II. (Literacy 1)

Procedure: Have students trace each line, beginning at the top, moving left to right, and lifting the pencil between each line.

Example III. (Literacy 1)



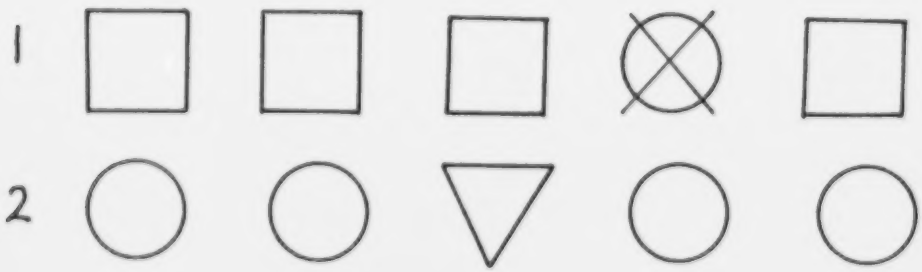
As soon as you have students trace their first numbers or letters, set up this practice to reinforce the left → right and top → bottom progression.

Procedure: Have students repeat the numbers orally and be sure they understand the concepts of "1", "2", "3", etc. Then have them trace the numbers. Be sure they begin with "1" (in the top left) and finish with "2" (in the bottom right).

Discrimination of Shapes/Letters

These activities give students practice in telling the difference between shapes and letters, and recognizing the same shapes and letters.

Example I. (Literacy 1)



Procedure: Have students put an "X" on the shape (or letter) that is not the same. Be sure they are using the left → right, top → bottom progression.

Example II. (Literacy 1)

1.	s	c	(s)	l	o	t	(s)	d
2.	a	s	l	a	c	t	a	a
3.	k	d	t	k	d	k	c	b
4.	t	f	k	t	c	k	f	t

Procedure: Have students circle the letters that are the same as the one on the left of each line. Practice the target letters orally before and after the exercise.

Example III. (Literacy 1)

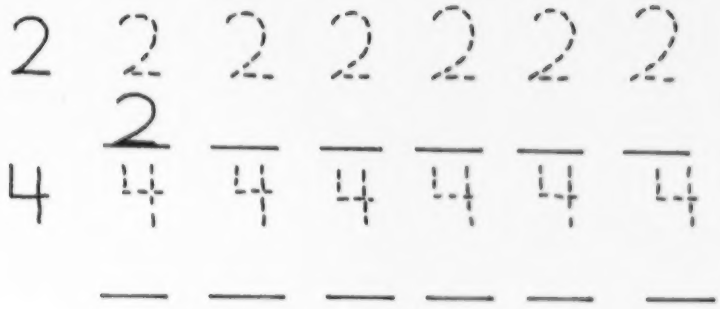
1.	pen	pin	ben	(pen)
2.	bet	bat	bet	tab
3.	pit	tap	pit	tip
4.	bin	bin	pin	ban

Procedure: This is an "advanced" discrimination exercise which is also an elementary word identification activity. After you have done some decoding of the consonant-vowel-consonant type such as the words in the example, have your students practice recognizing the words on the left by circling the same word from the group on the right. Practice reading the words.

Tracing and Copying

Tracing and Copying activities give the student guided practice in writing and are necessary to prepare the student for writing on his/her own.

Example I. (Literacy 1)



Procedure: First have students read the number (or letter), practice tracing over the dotted lines, and then copy the number on the line below each traced number.

Example II. (Literacy 1)

fish	can	bag
pen	box	table
	man	

Procedure: Have students read and then copy key words (which you have selected) from the board or from flash cards.

Example III. (Literacy 1, 2)

My rent is $300 a month.

Procedure: Ask students questions relating to a survival topic (what is your rent?) and write their oral answers on the board. Have them copy their answers.

Letters: Names, Upper & Lower Case

Students will need to know the names of letters for spelling and the sounds of letters for decoding. Students should first be taught to write lower case letters, with upper case letters only at the beginning of the words in their names and addresses. They will eventually need to know that a capital "A" and a small "a" are the same letter and when to use the upper instead of the lower case letter.

Example I. (Literacy 1)

d, p, f, c, i, u

Procedure: Present a small group of letters at one time using flash cards or a chalk board. Model orally the name of the letter for your students and have them repeat several times. Immediately after this repetition, you will want to introduce the sound of the letter to ready students for their first decoding. Say the sound of the letter and have your students repeat several times. The gesture of putting your hand to your ear may help for "sounds like". You may want to introduce one key/sight word with each letter after its sound following the same model-repeat procedure (doctor, pan, fish, car, in, under). You should demonstrate the meaning of each word if they are unfamiliar to your students.

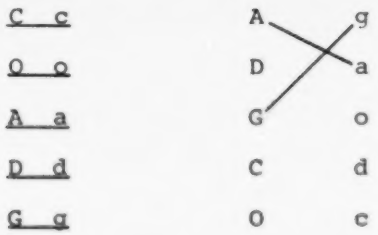
Example II. (Literacy 1)

m, s, e, t, l, a

man, sun, egg, table, leg, apple

Procedure: Students should already know the letters and be familiar with the key words. After reviewing a group of letters (names, sounds, and key/sight words), put the flashcards face down in a pile. Have each student choose one and read it or ask another student to read it.

Example III. (Literacy 1)

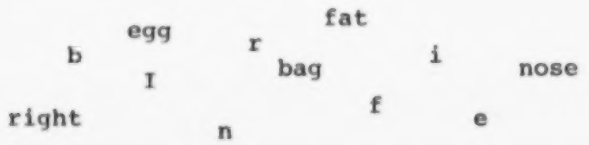


Procedure: Present the upper and lower case letters in pairs on flash cards for letters you have already taught, reviewing their names and sounds. Then give students a sheet like the example above and have them match the upper and lower case letters by drawing connecting lines.

Dictation

These activities are useful for follow-up and review of letters, words, and numbers presented previously with other techniques.

Example I. (Literacy 1)



Procedure: After working with a group of letters and key/sight words with flash cards, the letters and words can be put on the board or a sheet of paper. Read a word or letter and ask a student to locate, read, and circle it. Students may take on the teacher's role and ask other students to circle items.

Example II. (Literacy 1)

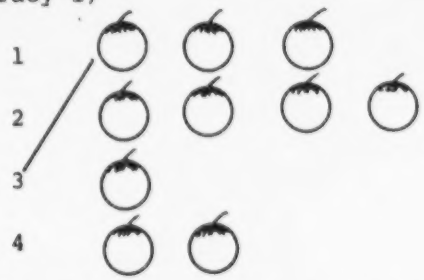
1. b p d
2. f b t
3. t p f

Procedure: Say either the name or the sound of the letter, or both, and have students circle the letter. This activity can also be done with key or sight words.

Matching

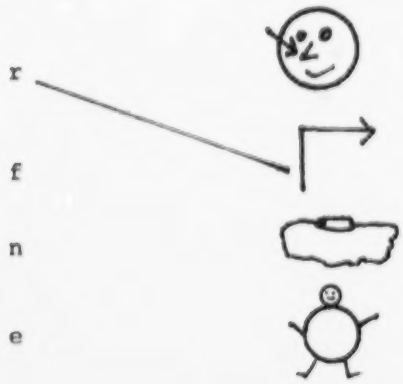
This type of matching involves matching concepts or meanings to written symbols. Be sure to model the matching (drawing lines) for your students.

Example I. (Literacy 1)



Procedure: Have students draw connecting lines between the numbers and the amounts shown.

Example II. (Literacy 1) from Janet Spiegel Podnecky, International Institute of Boston



Procedure: Have students draw connecting lines between the letters and the pictures of the sight words associated with them that were presented earlier (right, fat, nose, egg). At a later stage, this can be varied by writing key words, rather than letters, in the left column.

PHONICS AND SIGHT WORDS TECHNIQUES

The basic goal of these types of activities is to enable students to take oral language and transform it into written form (encoding) and to take written words and "sound them out" into oral language (decoding). Most of these activities involve some kind of transfer between oral/aural language and writing.

Sounds and Word Patterns

The initial presentation of sounds, consonants, a few major consonant digraphs (one sound represented by two letters such as ch, sh, th), and the short vowel sounds of the five basic vowels (a, e, i, o, u) should be done in groups of five or six with a vowel or two in each group and with the higher frequency consonant sounds in the first groups. (See Suggested Key/Sight Words, page 54.)

Example I. (Literacy 1)

Each group of sounds should be presented in the sequence of name, sound, and key words. This sequence is explicated on page 20 (Letters: Names, Example I).

Example II. (Literacy 2)

bl, cl, pl, sk, sm, st

Procedure: Several consonant blends can be introduced in one lesson. Students should already have full command of the consonant sounds that make up the blends being presented. First, review the consonant sounds with flash cards or on the board. Then, two consonants that make up a blend should be presented together. Have the students produce one and then the other; then model the blend for the students and have them repeat it several times. A hand gesture of the thumb and index finger squeezing the two consonants together may be helpful. After each consonant blend is presented, one or two key words containing the blends, and if possible already familiar to your students, should be presented.

Example III. (Literacy 2)

Word patterns are groups of words that have similar sound patterns, such as can, man, pan, fan. High frequency word patterns are listed in the Curriculum Contents section.

1.	bit	e	bite	pin	pine
				Tim	time
				fin	fine
2.	pal		pale		
3.	not		note		
4.	pet		Pete		

Procedure: The initial presentation of four basic long vowel sounds should be with words with short vowel sounds to which the silent "e" can be added and the sound changed to the corresponding long vowel sound. This can be done on the board or with flash cards. After reviewing the words with the short vowel sounds, add the final "e" to the first word and model the long vowel sound. Work with several examples with one vowel before moving on to the next one. No more than two or three long vowels should be presented in a lesson.

Note: Try to avoid creating nonsense words when adding the final "e" (Ben, bene; ten, tene). Your student may think these are real words that they must learn.

Sight Words and Numbers

There is a fundamental difference between teaching letters/sounds (leading to key words and word patterns) and teaching sight words and numbers. The letters represent sounds that can be put together in certain patterns to make words; the words stand for ideas and concepts, not the letters or sounds. Sight words and numbers also stand for ideas and concepts but these words and numbers are not decoded or broken down into sounds. At a glance, a sight word or number brings its concept to the viewer's mind without reading letter for letter or "sounding it out". Even though sight words and numbers can be worked with in oral/aural activities, they still bring their concepts to mind immediately. Sight words, especially, should be chosen because they will be primarily seen by your students in the environment. Some examples are: exit, go, stop, hospital. See Curriculum Contents pages 49-60 for sight word and number suggestions at different levels.

Example I. (Literacy 1)

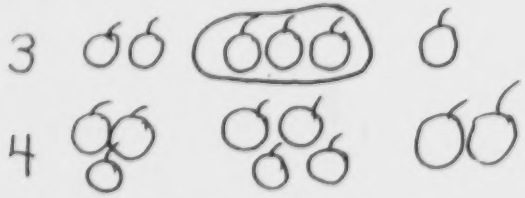
men

no smoking

subway

Procedure: Sight words can be presented with the symbols associated with them and often seen with or instead of the words. Introduce each word and symbol on flash cards or on the board with the teacher modeling and students repeating. Students should respond with "subway" when viewing either the symbol or the word. Practice sight words with tracing/copying exercises, matching (symbol to word), circling the correct symbol and/or word in response to the spoken word, etc. Not all sight words lend themselves to symbols or pictorial form; use simple drawings such as for hospital.

Example II. (Literacy 1)



Procedure: The first step in teaching numbers is to relate the concept of each number to the written symbol for that number. Practice reading the numbers on the left with your students and then have them circle the corresponding group of items on the right.

Example III. (Literacy 1)

X	XX	XXX	XXXX	XXXXX
⊥	—	—	—	—
XXX	XXXXX	X	XX	XXXX
—	—	—	—	—

Procedure: First present the numbers (1-10) on flash cards and have students repeat. Have students count the X's and then write the correct number below each group. It is best to present the number group in numerical sequence first before mixing the order.

Identifying Letters, Sounds, Words, and Numbers

In these activities, students are asked to identify the written form in response to an oral/aural cue.

Example I. (Literacy 1)

Procedure: After students have practiced these numbers orally and have understood their concepts, put them on the board, read a number, and ask a student to circle the correct number. This same activity can be done with letter names, sounds, words, and even phrases. (See page 21 of Pre-Reading and Pre-Writing Activities: Dictation, Example I.)

Example II. (Literacy 1, 2)

1.	234	(432)	342
2.	586	685	856
3.	791	197	971
4.	430	340	403

Procedure: The key to this activity is the similarity of the numbers in each group of three. Read one of the three numbers in each group and have your students circle the correct number. Then have students practice reading the numbers. This same type of activity can be done with letters, sounds, sight word symbols, and words.

Example III. (Literacy 1)

cat	name	men
man	can	women
telephone	date	fat

1.	c	s	(c	a	t)	m	l	(f	a	t)	t	l	(m	e	n)
2.	t	e	l	e	p	h	o	n	e	g	c	a	n	p	f
3.	d	s	t	m	a	n	t	d	a	t	e	t	r	g	s
4.	p	w	o	m	e	n	r	t	n	a	m	e	p	s	t

Procedure: This type of identifying exercise is for after you have taught a number of letters, some beginning decoding phonics (cat, man), and/or some basic sight words (telephone, date). After reviewing the words orally, go through the first line of letters (left to right) with your students and circle the words that are the same as the ones practiced. When students are finished, have them read the circled words. Then have students work on the other lines individually.

Example IV. (Literacy 2)

t	th
telephone	three
tree	thumb
time	thin
tea	thirty

Procedure: This is a pronunciation activity which can be used to reinforce sound-letter correspondance. After having introduced and practiced the sounds being contrasted, give each student two cards with the sounds being contrasted written on them. Say a word and have the students hold up the card of the sound they hear.

Decoding

Decoding is basically sounding out written letters and words. After several groups of letters have been presented, you can begin with the first decoding activity. You don't need to wait until all letters have been presented, but you do need some consonants and vowels. The first sequence is vowel (V) consonant (C). With this sequence, it is difficult to avoid nonsense words. The main purpose at this point is not learning new words but the step of reading more than one letter at a time. The next sequence is C V C. Here it becomes more possible to use real words and to teach vocabulary while working on decoding. See Curriculum Contents: Literacy 1, 2, 3, Phonics/Word Patterns, pages 50 - 60.

Example I. (Literacy 1)

ad, at, am, ap

Procedure: Begin with a vowel, put it on the board, and have students read it. Then add a consonant next to it. Cover the vowel with your hand and have them read the consonant. Remove your hand and model the two sounds together and have students repeat. Do this several times with different consonants, erasing the previous one. Then add the consonant to the vowel and have them read the two together without reading the consonant separately first. After using a number of consonants, change to another vowel and repeat the process. Then reinforce and practice decoding with dictation, identifying, cloze, and other exercises included in this section of the handbook.

Example II. (Literacy 1)

cat, bat, can, ban

Procedure: When introducing the first C V C decoding, the same basic procedure should be followed as with the V C sequence, the difference being that you will be changing consonants both before and after the vowel. You may want to begin with "at" as a V C sequence and then add the C. Like the V C sequence, once the "C V C" is introduced, it can be practiced and reinforced with dictation, identifying, cloze, and other exercises.

Matching

These matching techniques require a low level of literacy as well as the understanding of the concepts involved.

Example I. (Literacy 1, 2)

What time is it?

1.

2.

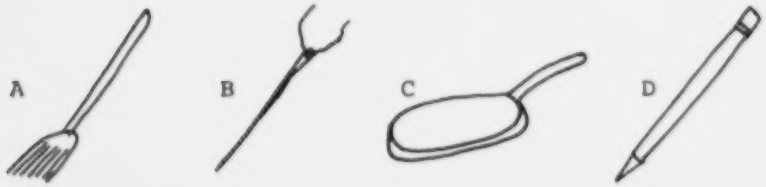
It is 10:00.

It is 6:15.

Procedure: This activity can be done after you have worked on telling time with numbers and clock faces. Practice reading the question and answers aloud and then have students match the clock with the sentence by drawing a connecting line.

Example II. (Literacy 3)

1. Sean writes with a pencil. D
2. Beng cooks with a pan. ____
3. Phan sews with a needle. ____
4. Reny sweeps with a broom. ____



Procedure: Have students practice reading the sentences. (They should already be familiar with the sight words.) Then ask them to write the letter of the correct picture on the line next to the corresponding sentence.

Cloze Exercises

Cloze exercises are simply filling in the blank. Students can either read or think of the missing information, or they can listen for it.

Example I. (Literacy 2)

Sunday	Sunday	Sunday
Monday	M_nd_y	_onday
Tuesday	T_esd_y	_uesday

Procedure: After students have practiced the days of the week orally, have them fill in the blanks. Next, you might ask them to copy the whole words.

Example II. (Literacy 1)

1. p i t , p a t , p e t

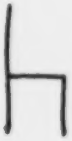
2. b _ t , b _ t , b _ t

3. t _ n , t _ n , t _ n

Procedure: This exercise works on sound differentiation between the short a, e, i vowels and would be a good follow-up activity to C V C decoding involving these sounds. The teacher reads the words (pit, pat, pet) and the students listen for the sound of each missing vowel, then write in the correct letter. You may need to check students' papers frequently. It is best to vary the vowel sequence, i.e. 2. bat, bet, bit.

Example III. (Literacy 1)

1. It is _____.

2.  It is a _____.

3. _____ is a _____.

Procedure: Once students know the words for the pictures, have them fill in the blanks with the correct words. Practice reading the completed sentences.

Dictation

This is a simple version of your traditional dictation with the students writing what is said or read. The most useful words/phrases to dictate are ones which your students may have to take down in reality.

Example I. (Literacy 1, 2)

Examples of items for dictation:

Letters - s, p, t, etc.

Decoding Words - sit, pen, tan, etc.

Sight Words - name, date, phone, etc.

Procedure: Dictation can be used to reinforce letters, decoding words and sight words that have been taught. Read each item slowly for your students and have them write the letters or words. Check their papers and have the students read their own writing.

Example II. (Literacy 2)

Dates and Times: 2:00, Tuesday, December 11, 1984

Procedure: Students should already be familiar with the expressions to be dictated - dates and time. Read each dictation at a natural pace for aural comprehension first (no writing). Then read the items or phrases slowly for your students to write. Check their papers and have them read what they have written back to you.

Sentences

These are elementary sentence activities that include sight words and that provide a transition to reading and writing activities.

Example I. (Literacy 1, 2)

What is your name?

My name is _____.

Where do you live?

I live in _____.

Procedure: Have students practice the questions and answers orally together and then in pairs. Have them copy the sentences filling in their own personal information. Have them read their sentences.

Example II. (Literacy 2)

I	am	tired
		fine
He	is	sick
		o.k.
She		

Procedure: This activity can be done with a number of sight words or decoding words. Students must first be familiar with the words, practice them as sight words, and put them on the board with subjects on the left, verbs in the middle, and objects on the right. Have students repeat each word you say and point to as you point out a sentence (I am fine.). Next, point to the words and have students read each one. After several times, point to a sentence more quickly, say the whole sentence, and have the students repeat. Then, point quickly and have student(s) read the whole sentence. Once they become proficient, ask students to point out sentences for other students to read. Finally, have them copy the sentences generated.

READING AND WRITING TECHNIQUES

These activities involve reading and writing words in broader contexts, in sequences, in phrases, in sentences, in dialogues, and in paragraphs, and reading and writing the whole sentences and paragraphs themselves. Mastery of these skills is essential for your students to become functional literates in this society, although less than mastery will still give them a certain amount of survival literacy. Many students will not master the reading and writing skills practiced here in the amount of time you will be teaching them.

Alphabetizing

To use the phone book, the dictionary, name lists, and other orderings, your students will need to know alphabetical order.

Example I. (Literacy 3)

a
b
c
d
e
f
etc.

Procedure: Give your students the alphabet. Have them practice reading it. Then, take the first 6-8 letters of the alphabet and ask them to write a word or two that starts with each letter. Have students read their word lists out loud. Write words on the board that the students have written, one for each letter, not in alphabetical order. Assist the students in orally putting the words in correct alphabetical order. Write them on the board in alphabetical order and have students copy them. Work on other groups of 6-8 letters in subsequent lessons.

Example II. (Literacy 3)

Procedure: Write the alphabet on the board or a sheet of paper and review it orally. Give each student (or pair of students) a phone book. Say a letter - "m" - and have the students open the phone book to an appropriate part of the book (beginning, middle, end). Next, have the students locate the letter "m" as the beginning letter of a name of an index word in the top corner of a page.

Example III. (Literacy 3)

Procedure: Write on the board or a paper a group of 6-8 letters from the alphabet. Write selected known words, one for each letter, on flashcards. Have the students line up the words in the correct alphabetical order. The words can then be copied in alphabetical order.

Matching

These matching activities require more literacy and comprehension than those in the previous matching section.

Example I. (Literacy 3)

1.	C	good	A. beautiful
2.	___	ugly	B. fast
3.	___	old	C. bad
4.	___	heavy	D. young
5.	___	slow	E. light

Procedure: Have students match the antonyms by writing the letter of one member of a pair in front of the other. Students should already be familiar with the words. Practice reading the pairs. This can easily be done with synonyms or words belonging to certain categories (like animals, jobs, food, furniture, etc.) as well.

Example II. (Literacy 3)

What time is it?	I'm 30.
Where are you from?	It's 2:00.
How old are you?	No. I'm single.
Are you married?	I'm from Laos.

Procedure: Have students draw a line connecting the questions to their possible answers. Ask them to practice reading the questions and answers in pairs. Have them copy the questions and answers.

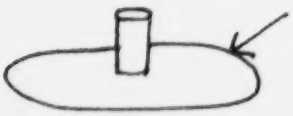
Example III. (Literacy 3)

1. What does a teacher use?

   A teacher uses a blackboard and chalk.

2. What does a mechanic use?

3. What does a waiter use?



tray

blackboard and chalk

wrench

Procedure: After students have already learned the vocabulary and the job and utensil correspondence and have practiced the questions and answers orally, have them match the items by writing the correct response to each question. Then practice reading the questions and answers.

Total Physical Response

Total Physical Response is using an action to demonstrate comprehension of a request. Here we will use written requests, but this can also be done orally.

Example I. (Literacy 3)

Shut the door.

Go over to the window and look out.

Give this paper to your neighbor.

Procedure: Give a slip of paper with a written request on it to each student. Have them perform the request, one at a time. After each student responds, have him/her read his/her request to the whole group. Compare the request to the action performed. A follow-up activity is to have students write requests for other students to perform. Check over the written requests for accuracy, and then follow the same procedure.

Example II. (Literacy 3)

For service to
JANE DOE
10 MAPLE ROAD
BOSTON, MA 02199

Boston Edison Company
800 Boylston Street
Boston, MA 02199

If you have any questions call:
262 4707

Rate	From	To	Reading	Constant	kWh used	Amount
B	12/03/2	02/01/3	4774	1	224	25.53

Account Number	Apts.	Fuel Cost Per kWh	Fuel Cost Total	Billing Date	Total Amount Due
22 7728 420515	1	$.038448	8.61	FEB 04,1983	25.53

Procedure: After your students have learned the necessary sight words and check writing skills, present them with a bill (telephone, utility, or store). Have them respond appropriately and provide them with the needed forms. Have them pay the bill by writing a check, recording it in their checkbooks, inserting the check and bill in the envelope, sealing the envelope, and mailing it. Check over their writing and mathematical steps. This is a very difficult activity which requires a lot of preparatory practice activities.

Cloze Exercises

These cloze exercises involve choosing or thinking of the correct word or words to complete sentences and paragraphs.

Example I. (Literacy 1)

How much are the _____?

They are _____.

How much is the _____?

It is _____.

socks $3 shirt $20

Procedure: Have students practice the questions and answers orally, read and study the questions and answers, and then write the words in their appropriate places. Practice reading the sentences in pairs.

Example II. (Literacy 2, 3)

My name is _____ . I am a _____.
man/woman

I am from _____ .
Cambodia/Laos/Vietnam/Ethiopia

I was a _____ in my country.
fisherman/farmer/shop keeper

Now, I am a _____ .
student/housekeeper/welder

The date today is _____ .

Procedure: Ask students to read and write the appropriate responses in the blanks. Be sure your students are already familiar with the vocabulary and that you have included the appropriate choices for all your particular students. Have each student practice reading his/her sentences.

Example III. (Literacy 2)

1. This / This/These fish is $2.00. $2.00
2. _____ / This/These _____ are _____. $1.20
3. _____ / This/These _____ are _____. 40¢
4. _____ / This/These _____ is _____. $3.50

fish, cans, carrots, cake

Procedure: This is a difficult review exercise that involves three different cloze fill-ins in each sentence. You could choose to do only one or two of the fill-ins. Before having your students write in the blanks, you should already have covered prices, the vocabulary, and the difference between "this" and "these". Practice reading the completed sentences.

Dictation

These dictation exercises involve whole words, phrases, and sentences. Once again, try to dictate items that your students may have to write down from aural cues in day-to-day life.

Example I. (Literacy 3)

1. sight word: appointment

   phrase: at 3:00 on Tuesday

   sentence: My appointment is at 3:00 on Tuesday.

2. sight word: information

   phrase: for ticket information

   sentence: For ticket information, call 321-1234.

Procedure: Dictate each sight word first and have your students write them. Then read the complete phrase at a natural pace several times. Have your students write the phrase. Next, read the sentence several times at a natural pace with students listening. Ask them to write the whole sentence from memory. (You may have to do the sentence in several phrases). Check their papers and have your students read over what they have written.

Example II. (Literacy 3)

phone message: Call John Smith
492-8175
about the apartment
on Columbia Road

Procedure: This activity can be done in conjuntion with the survival topics of housing and apartment hunting. Your students should already be familiar with the prepositions "about" and "on" and with the names in the message. Read the whole message to your students for comprehension first (no writing). Then dictate phrase by phrase. Check their writing and have them practice reading the message. A good follow up activity would be to have students practice giving (orally) and taking down similar messages in pairs.

Generating Sentences

These activities take students step by step to writing and reading their own sentences.

Example I. (Literacy 2, 3)

1. | I | take | the | bus | to | school. |

2. | This | hat | is | $20.00. |

3. | Today | is | cold | and | sunny. |

Procedure: Put the sentences (with known key or sight words) on the board and have students practice reading them. Erase the board and give each student slips of paper containing the words of one sentence. Have each student order his/her words to form the sentence. After checking it, have the student copy the sentence and practice reading it. Have students dictate their sentences for the others or write the sentences on the board for the others to copy.

Example II. (Literacy 2)

1. hospital
2. walk
3. late
4. rent
5. have

Procedure: Put some known key and sight words on the board. Practice reading them, then have each student write a sentence using each word. Check their sentences and have students read them aloud. To make this activity more structured, give students several words for one sentence (I, hospital, yesterday) or draw pictures to help formulate the sentence (→).

Example III. (Literacy 3)

1. Are you married?
   (No, I'm single.)
2. How long have you been at your present address?
3. Have you had any experience as a welder?

Procedure: Write the questions on the board and have students read them, or present questions orally. Have your students write the appropriate answers and practice reading them.

Example IV. (Literacy 3)

I showed my teacher pictures of my children.
We were in the camp in Thailand.
He smiled and said, "You have beautiful children."

Procedure: If you're meeting at least twice a week with your students, ask them to keep a journal and write several sentences in it every day. Check over the writing before or at the end of class, or collect it once a week, correct it, and return it to them. Ask them to rewrite sentences following your corrections.

Dialogue

Even though dialogues are usually oral/aural interactions, they can still be used for reading and writing practice.

Example I. (Literacy 3)

1. Where are you from?
2. (I'm from China.)

1. How long have you been in Boston?
2. ( )

And you? Are you from Boston?

1. No, I was born in California.

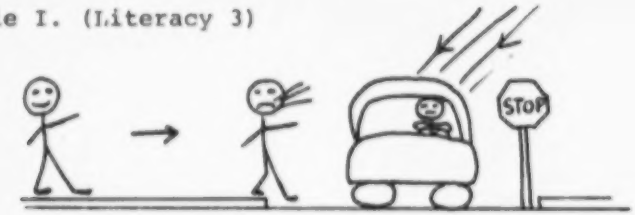
But, I've been here for 15 years.

Procedure: Give students the incomplete dialogue. Have them complete it with their own information. Check their writing and have them practice reading the dialogue in pairs.

Picture Stories

Picture stories can stimulate discussion as well as reading and writing activities. The pictures can either have semi-structured sentences accompanying them or the activity can be left open for students to create their own sentences.

Example I. (Literacy 3)



The | man / women / girl | walked to the | river / corner / bus | .

He started to | take / go / cross | the street.

But, a | bus / train / car | came very | quickly / slowly / loudly | .

It did not | work / stop / go | .

The man was not | happy / sad / tired | .

The man | said / shouted / heard | , "Slow down" !

Procedure: Students need to be familiar with the vocabulary in the sentences. Have them read the story and circle the correct words. They can practice reading and copying the story.

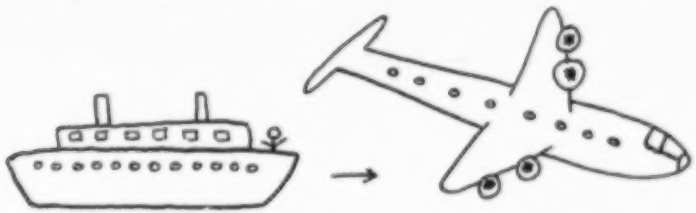
Example II. (Literacy 3)

Procedure: Give students the picture and generate a story orally, following the arrows. Prepositions that might be used in the story include: across, through, up, over, down, into, near, to, of, etc. Generate the story orally, and after the story is complete, dictate a brief version of it back to them. Write it on the board, and have them copy it or write it on the board with blanks for them to fill in. Students will add their imagination to the story and it will be different with different classes. Practice reading the completed story.

Language Experience Stories

A language experience story begins with a discussion, about a common experience or student's situation, that can be stimulated by pictures and/or questions posed by the teacher.

Example I. (Literacy 2)



How did you come to America?

What was the trip like?

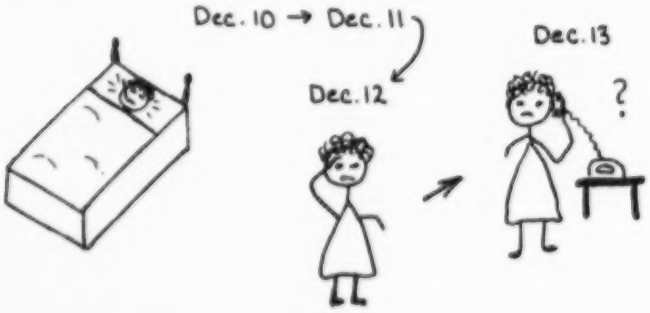
Where did you go first?

Procedure: Present your students with the above stimuli (written or oral questions) and discuss their journeys. (Students don't have to answer these specific questions.) Write at least several sentences from what each student says on the board or on large sheets of paper. Discuss vocabulary, improve grammar (if you choose), use words for decoding practice, and have students read and copy their own sentences.

Problem Posing Activity

This activity is similar to the language experience story in that it begins with a concern of your students, but it aims toward solving the particular problem and uses a particular question sequence to do so.

Example I. (Literacy 2, 3)



1. What do you see?
2. What is the problem?
3. Do you ever have this problem?
4. Why is there a problem?
5. What should you do?

Procedure: Present students with the picture sequence and ask them the questions or write the questions on the board and have them read the questions one at a time. Discuss each question and write at least part of each student's response on the board. As with the language experience story, a variety of activities that work with the vocabulary, grammar, and words for decoding can be generated from this.

Filling Out Forms and Applications

This is a practical writing activity that can be done at different levels. See Appendix, Sample Forms, pages 107-112.

Example I. (Literacy 2)

Name _____
Last First Middle

Address _____
Number Street

_____
City State Zip Code

Telephone ( ) _____
Area Code Number

Procedure: Review all sight words orally with word flashcards, and practice oral responses to the flashcards. Be sure students are familiar with, and can write, each item before you present them with a form. Have them fill it out and check it over for them. You may want to give them two or three copies of the same blank form and have them fill it out two or three times.

Example II. (Literacy 3)

Name _____
LAST FIRST MIDDLE

Address _____
NUMBER STREET CITY STATE ZIP CODE

Telephone ( ) _____
Area Code

U.S. Citizen? __ yes __ no

Social Security Number
- -

Position Desired _____

Date Available To Start Work _____

Military Service? __ yes __ no If Yes, Branch _____

Medical Conditions? __ yes __ no If Yes, Explain _____

Education: name & location dates degrees
High School

Other _____

Previous Work Experience: name & location dates

_____

Procedure: A job application form can get very complex. Present each section of the form as a separate activity before asking students to fill out the entire form. When they are ready, have them tackle the whole form. Go around and help them as needed. Check over the completed applications.

4. Curriculum Contents: Literacy 1, 2, 3

Any course outline for a literacy class needs to include a variety of areas, ranging from phonics to reading comprehension. The following pages explain in detail suggestions for what should be incorporated into literacy courses at three different Levels. Literacy 1 includes a special Pre-Reading Section that addresses the Pre-Reading and Pre-Writing Skills on page 6.

For each Level, there are sections related to the Performance Objectives for Sound Letter Correspondance and Comprehension/Expression Skills on pages 6 - 7.

- Writing - including, at different levels, letters of the alphabet, simple forms, copying and generating short sentences
- Key/Sight Words - including some Sight Words for all students to learn, and other Key/Sight Words that you should select based on the survival needs of your students
- Numbers - including prices, time, dates, telephone numbers, etc.
- Phonics/Word Patterns - including a suggested order for teaching sounds and word patterns and suggested key words (words for decoding)
- Reading Comprehension - including simple comprehension activities that can reflect your students' needs and can incorporate words known orally and by sight

Once you have assessed your student(s)' literacy abilities (see Assessment, pages 81 - 87), you should be able to determine at which level to start teaching. These curriculum outlines should serve as guidelines to you in your teaching; adapt and adjust them as needed. Within each lesson, you should integrate materials from several of the curriculum sections listed above.

HOW LONG DOES A LEVEL TAKE?

Teaching literacy is a long, slow process requiring much patience. Depending upon the native language and Eng-

lish language literacy skills, the educational background, and the motivation of your student(s), it could take anywhere from 50-100 hours to work on the Writing, Phonics, Numbers, Reading Comprehension, and Key/Sight Words (4-6 topic areas) sections of one level. If you begin teaching Literacy 2 or 3, be sure to review the Writing, Sight Words, Numbers, and Phonics sections of the previous level. You should keep a good steady pace in introducing new materials, always building on and reviewing what has already been taught.

LITERACY 1

Pre-Reading

1. shape discrimination
2. letter and number discrimination
3. letter and number identification
4. left to right progression and top to bottom sequencing
5. word discrimination

See Literacy Techniques, pages 16-22.

Writing

1. letters - name and write, upper and lower case (see Appendix, page 99.
2. filling out very simple forms - writing of personal information in response to Sight Words listed below (see Appendix, Sample Forms, pages 107-112.
3. tracing and copying - words and short sentences known orally

Key/Sight Words

Sight words for all students:

1. Personal Information -
   name, first, last
   address
   telephone number, phone number
   age
   date of birth
   sex

2. Signs -
   entrance, exit, in, out
   men, women
   no smoking
   phone (telephone)
   walk, don't walk

Key/sight words depending upon student needs:

3. Describing People -
   man, woman
   boy, girl
   tall, short
   fat, thin
   happy, sad

4. Places -

bank	bus stop
post office	hospital
store	school

(T)

5. Food -

fish	bag
box	eggs
can	milk

6. Clothing -

shirt	socks
pants	hat

7. Parts of the Body/Illnesses -

arm	sick
leg	hurt
back	doctor
hand	

8. Functional/Grammatical Words -

I	am	a	at
you	is	an	this
he	are	yes	that
she	not	no	there
the			

Numbers

1. trace/copy/write numbers
2. prices - $, ¢, $
3. time - digital and clock time
4. dates - May 1, 1984
5. telephone numbers

Phonics/Word Patterns

1. Initial Final Consonants -
   name of letter
   sound of letter
   key word

   See page 54, Suggested Order and Key/Sight Words

2. Short Vowels -
   name of letter
   sound of letter -
   a - cat
   e - bet
   i - sit
   o - hot
   u - but

   See page 54, Suggested Order and Key/Sight Words

3. Vowel - Consonant Combinations -

   Examples:

an	is	on	egg	up
at	it	*ot	*et	us
am	in	*op	*eb	

   *Although these are not real words, nonsense words can be useful in teaching V-C combinations.

4. Consonant - Vowel - Consonant Combinations -

   Examples:

*bit	can	cap	bat	*den	*bin	*cot
fit	ran	tap	cat	hen	fin	dot
hit	man	map	fat	men	pin	*got
*mit	fan	*sap	hat	pen	*sin	hot
sit	pan	*gap	*mat	ten	*tin	not

   *These words fit the pattern, but the meanings are difficult to explain.

5. Consonant Digraphs (Initial and Final):

   Examples:

   th - thin, thirty, thumb, with, bath
   sh - shirt, shut, shop, fish, brush, dish
   ch - children, chair, chicken, match, watch, church
   wh - (often pronounced as "w") - where, when, why, what

Reading Comprehension

1. Short Question Answer Sequences that are known orally and that include known Sight Words/ Key Words -

   Examples:

   a. What is it?
      It's a pen.
   b. Where is the fish?
      In the box.
   c. What's your name?
      (student's name)

2. Picture Story -
   two-three lines generated from a picture containing known Sight Words/Key Words -

   Examples:

   a. The girl is sick.
      She is at the hospital.
   b. I am at the store.
      I want some eggs.
      Eggs cost $1.00.

Note: Students at this level should be taught letters in block form initially. Cursive writing may be taught much later.

PHONICS - SUGGESTED KEY/SIGHT WORDS

		Initial Sound	Final Sound
GROUP 1	m -	man, milk, money	ham
	s -	sun, sock, sink	gas, class
	t -	ten, tea, table	cat, hot, sit
	l -	leg, lock, left	pill, sell, ball
	e -	egg, elbow	
	a -	apple, at	
GROUP 2	d -	date, doctor, door	bed, head, sad
	p -	pen, pan, pencil	cup, lip, zip
	f -	fish, five, fan	beef, off
	c -	car, can, cup	
	i -	in, inch	
	u -	up, under	
GROUP 3	g -	go, girl, glass	egg, leg, bag
	b -	bag, bus, bed	tub, job
	n -	nose, name, number	man, can, women
	h -	hat, house, hot	
	r -	red, radio, rug	jar, stair, car
	o -	on	
GROUP 4	j -	job, jar, jacket	
	k -	key, kid, kitchen	sick, kick, back
	w -	water, wet, walk	
	y -	yes, yellow, you	
GROUP 5	v -	very, van	
	x -	(exit)	six, box, tax
	z -	zero, zipper, zip code	buzz
	q(u) -	quart, quarter, question	

Writing

1. filling out simple forms -
   writing of personal information in response to Sight Words listed below
   (see Appendix, Sample Forms, pages 107 - 112)
2. copying -
   sentences
   short paragraphs
3. use of upper case letters -
   beginning of sentence
   names
4. use of period -
   end of sentence
5. use of comma -
   dates
   city, state
6. use of question mark -
   end of sentence
7. short written response to oral/written questions

Key/Sight Words

Sight words for all students:

1. Personal Information -
   name - first, last, middle initial
   address - street, city, state, zip code
   area code
   social security number
   male/female, Mr./Mrs./Ms./Miss, M/F
2. Signs/Labels -
   up, down
   open, closed
   push, pull
   bus stop
   emergency exit, do not enter, keep out
   caution, danger, poison
   fire, police
3. Money -
   penny, nickel, dime, quarter, dollar, cents

Key/sight words depending upon student needs:

4. Food -
   apple, carrot, tomato, beef, pork, rice, potato,
   cheese, juice, coffee, tea, sugar, chicken

5. Houses -
   rooms -
   kitchen, bedroom, bathroom, living room,
   dining room
   fix -
   door, window, sink, stove
   rent, apartment, landlord

6. Directions -
   right, left, straight, stop, blocks
   bus, subway - number and name (if appropriate)
   take, get off, on, at, next to, in, out

7. Calendar -
   days
   months
   abbreviations for days, months

8. Appointments -
   date, time, at, on, when, where, who

9. Sicknesses -
   ache - headache, backache, toothache
   clinic, appointment, nurse, medicine
   sore, hot, cold, fever, cut

10. Functional/Grammatical Words -
    do, does, it, we, they, have, has, some,
    was, were, these, those, of, and

Numbers

1. dates - 5/1/84
2. ordinal numbers
3. social security number
4. zip code, area code
5. alien registration number

Phonics/Word Patterns

1. Long Vowel - with silent "e"

   Examples:

name	date	male	fine	nose
same	late	pale	line	rose
came	state	sale	mine	those
game	ate	tale	nine	close

2. Consonant Blends -

Examples:

bl, fl, cl, pl, gl - blue, floor, class, place, glass
sp - speak, spoon
st - stop, stamp, step, state
sk - skirt, skip, skin
sm - small, smell, smoke, smile

Reading Comprehension

1. Practice Reading - A simple dialogue that includes known key and sight words.

Example:

A. Where is that apartment?
B. It's at 987 Commonwealth Ave.
A. Do you like it?
B. It's a bit small, but it's fine.

2. Cloze Sentences - Fill in the blanks and practice reading the sentences.

Examples:

My name is _____.

I am from _____
(Laos, Cambodia, Haiti, etc.)

My apartment is in _____
(Boston, Revere, Brighton, etc)

I pay $_____ in rent.

Writing

1. filling out simple forms -
   writing of personal information in response to Sight Words listed below.
   (see Appendix, Sample Forms, pages 107 - 112)
2. copying -
   sentences
   short paragraphs
3. use of abbreviations -
   names, months, days, addresses, states
4. written answers to oral/written questions
5. generating sentences (written) -
   - correct word order (subject-verb-object)
   - put key/known words into short sentences
6. writing checks
7. writing messages (telephone), notes (to landlord, supervisor, etc.), short letters (requesting information), directions (getting to the doctor's office).

Key/Sight Words

Sight words for all students:

1. Personal Information -
   review all in Levels 1 and 2
   and - maiden name
   height, weight
   occupation, employer
   education
   from, to, month, day, year, date
   signature
   marital status -
   married, divorced, separated, widowed, single

Key/sight words depending upon student needs:

2. Food -
   bunch, bottle, carton, package
   pound (lb.), ounce (oz.)
   dozen, quart, gallon
3. Clothing -
   dress, skirt, blouse, shoes, boots, jacket, coat, scarf, mittens, gloves, sweater, size

4. Family -
   mother, father, brother, sister,
   child/children, son, daughter,
   husband, wife, aunt, uncle, cousin

5. Medicine -
   drugstore/pharmacy - fill, prescription, medicine
   directions/label - teaspoon (tsp.), tablespoon (tbs.), pill, capsule, tablet, hour (hr.)/ hours (hrs.), every, shake, take, after, before

6. Employment -
   names of student(s)' occupation/job/work - when, how long, what time
   job title - cashier, assembler, dishwasher, student, seamstress, custodian, housekeeper (or whatever titles are appropriate for your student(s))

7. Functional/Grammatical Words -
   do, did, now, many, much, how, with, or,
   which, more, any, never, his, her, your, my

Numbers

Check Writing
   date
   pay to the order of
   writing out numbers
   signature
Bank account number
Filling out deposit slip
Reading dates and amounts on utility and other bills

Phonics/Word Patterns

1. Initial Consonant Blends -

   Examples:

   tr - tree, try
   dr - dress, drip, drop
   pr - price
   fr - from, fry
   thr - three, throat, thread

2. High Frequency Long Vowel Patterns -

   -ail - mail, nail, pail
   - ay - day, pay, say, stay
   - ea - tea, each, teacher, read, speak, meal, clean, cheap, eat, heat, meat
   - ee - feed, need, tree, see, free, beef, week, feel, sleep, green, feet

-ight - light, night, right, fight, might
- y - by, my, try, sky, fly
- oa - road, coat, toast
- ow - slow, blow, grow, show, snow

3. High Frequency Final Consonant Patterns -

- nd - find, pound, sound, ground
- ld - old, cold, hold, sold
- rd - bird, third
- nt - sent, rent, apartment

4. Other High Frequency Patterns -

- oo - book, cook, look, foot
- oo - food, cool, stool, soon
- er - other, father, mother, brother, sister
-ing - thing, ring, sing
- ow - how, now, down, brown
- ir - shirt, skirt, dirt
- ur - hurt, burn, turn

Reading Comprehension

1. Read short paragraphs of known context with many key/sight words.

   Example:

   Pete gets up every day at 6:30. He gets dressed and eats breakfast. At 7:15 he takes a bus to work. He works as a mechanic in a garage. He begins work at 8:00.

   Identify key/sight words in paragraph. Respond appropriately orally and in writing to questions about contents of paragraph.

2. Respond to situation (presented in written form).

   Examples:

   Reading utility bills -
   identifying sight words, due date, amount due
   write check or purchase money order

   Look up telephone number -
   alphabetical order
   order of name in phone book
   look up area codes

   Notes/messages -
   from landlord, school, employer

5. Lesson Planning

Lesson planning involves choosing appropriate techniques and materials for your students and arranging these materials into sequential learning steps. All lessons should include oral review and practice, usually to be presented with written letters or words as visual cues. Activities during a lesson should reinforce the basic objectives of the lesson, should vary in the type of task the students perform, and should be planned in very small steps.

Keep students actively involved during lessons and try not to have them sitting passively for an entire class period. Plan how long each activity will take, and move quickly and smoothly from one activity to the next. Before moving on, be sure that you have all or most of your students with you. Check for individual comprehension and ability to perform the activity-related tasks. This is especially crucial when a second activity depends and builds on what was presented and learned in the previous exercise.

Choose your words carefully. Try to use words that your students already know orally as your key and sight words. Up to five or six new words may be introduced during a lesson but be sure you explain their meanings simply and practice them orally before integrating them with known words in literacy activities.

LITERACY LESSON PLAN

Each lesson plan for a literacy class (3/4 - 1½ hrs.) should include the following sections:

1. Literacy Objective. You should clearly state what your students will be able to recognize, perform, read, or write by the end of the lesson. For example, students should be able to recognize the difference between short e, i, and a sounds orally in key words, then visually on a page, and be able to circle the key word containing the dictated sound. Or, students should be able to recognize, read, and write five presented letters, and say and copy one key word beginning with each letter.

2. Oral/Visual Review. Review of what has been learned is crucial to solidify that learning, to bring it to bear on the current lesson, and to integrate it with new material. Review with visual cues. Be sure to review the material on which the new lesson will build or with which it will be integrated.

3. Oral/Visual Presentation of New Material. With the exception of some of the pre-reading and writing activities, most new material should be presented orally with its written (and in some cases pictorial) transcription.

4. Practice. After the presentation of new material, there should be two to three activities that become progressively less controlled and teacher directed, and move towards the student's individual mastery of the material. You should also plan an Extra Activity that can be used if your students have not quite mastered the new material.

5. Application and Integration. Once the students have control of the new material, give them worksheets/activities that allow them to demonstrate individual writing and reading mastery and that integrate the material into slightly broader contexts including previously learned material. An Extra Activity should also be planned for this section. This activity may be used to promote individual mastery, to extend the lesson if you have moved more quickly than planned, or to assure understanding of homework by beginning it in class and finishing it at home.

6. Homework. Homework should reinforce what has been taught in class. It can often be a worksheet; you can begin such a sheet in class and finish it for homework or you can ask students to read or copy over some work done in class. Homework can also involve more student initiative, still reinforce the lesson, and even generate material for the next lesson. For example, if you had worked on signs as sight words such as Hospital, No Smoking, Stop, etc., you could ask your Literacy 2 or 3 students to copy the symbols and words of two or three other signs that they came across outside of class. The students' completed homework could then be the new content material in an extension lesson relating to the day before.

LITERACY LESSON PLAN FORM

I. LITERACY OBJECTIVE

_____

_____

_____

II. ORAL/VISUAL REVIEW OF OLD MATERIAL

_____

_____

_____

III. ORAL/VISUAL PRESENTATION OF NEW MATERIAL

_____

_____

_____

IV. PRACTICE

_____

_____

_____

_____

Extra Activity _____

_____

V. APPLICATION AND INTEGRATION

_____

_____

_____

Extra Activity _____

_____

VI. HOMEWORK

_____

_____

VII. MATERIALS NEEDED FOR LESSON

_____

_____

SAMPLE LESSON

LITERACY 1

I. Literacy Objective

Recognition, reading, and writing of the letters d, p, f, c, i, u and of key words beginning with these letters.

II. Oral/Visual Review

Review the set of letters: m, s, t, l, e, a using flash cards. Ask for the name of each letter, its sound, and a key word for each (man, sun, ten, left, egg, apple).

III. Oral/Visual Presentation of New Material

Present each new letter by modelling the name, the sound, and key words (date, pen, fish, car, in, up) with students repeating each several times. After going through all six letters, randomly hold up flash-cards of letters and key words and ask students to read them.

IV. Practice

1. Place the cards in a pile and ask students to select cards, read them, and show them to the others.

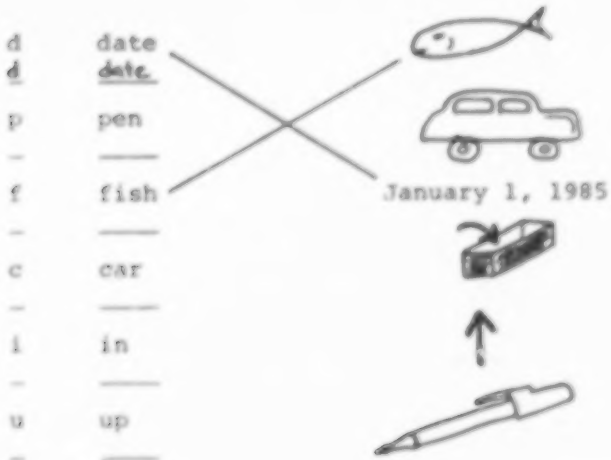
2. Collect the cards and repeat the activity, but this time have students choose a card and call on another student to read it.

3. Write the six letters and key words on the board in a random fashion. Dictate a letter (its sound or name) or a key word and ask a student to come to the board and circle what he or she hears.

Extra Activity: Using the same board with letters and words, have students dictate items for other students to circle.

V. Application and Integration

Give students the following worksheet.



Have students match the words and pictures and then copy the letters and key/sight words.

Extra Activity: Dictate the key/sight words to students and have them write the initial letters in the blanks. Include a few of the review key/sight words. Have them read the words.

C ar

P en

__ en

__ n

__ ish

etc.

VI. Homework

Ask students to fill in the blanks on the follow-worksheet:

date	d ate	d a t e
man	m an	m a n
up	__ p	__ __
sun	__ un	__ __ n
car	__ ar	c __ r
ten	__ en	__ __ n
pen	__ en	p __ n
left	__ eft	l __ __ t
in	__ n	__ n
egg	__ gg	__ gg
fish	__ ish	f __ __ h
apple	__ pple	a __ __ l __

In this activity, try not to have students write letters that have not yet been presented. Here they are writing only letters from the review and current groups.

VII. Materials Needed

Flash cards of two groups of letters and key words, blackboard and chalk, copies of three prepared worksheets.

SAMPLE LESSON

LITERACY 2

I. Literacy Objective

Recognition, reading, and writing of the long e, a, and i vowel sounds and of key words written with the silent "e" .

II. Oral/Visual Review

Prepare flashcards with three or four consonant-vowel-consonant or V-C words. Try to make your choices be ones that can have "e"s added to become words with long vowel sounds and ones that your students already know.

Suggested words:

pin	pal
fin	man
Tim	at
bit	

Present the cards one at a time and have students sound out and read each word. Go over these words several times until all students can read them.

III. Oral/Visual Presentation of New Material

With the same flashcards and an "e" card, add an "e" to the first word and model the new word for your students, having them repeat several times. Go through the words of one vowel before switching to the other. Then present the long vowel words randomly and ask students to read them.

pin|e|	pal|e|
fin|e|	
Tim|e|	at |e|
bit|e|	

IV. Practice

1. Write each short vowel sound word on the board one at a time. Ask a student to come to the board and read the word. Then say the corresponding long vowel word and ask the student to change the writing on the board to reflect the sound change (add the silent "e"). The student writes the "e" and reads the word.

2. Dictate the long/short vowel words in pairs to your students. Vary the order, thus having them write what they hear and not just short vowel words first and long ones second.

Extra Activity: Place the short and long vowel words on the board in a random fashion. The teacher and/or student can read words for another student to circle.

at
Tim fin
pin
pale pine pal
ate bite time
man mane name
nam fine bit

V. Application and Integration

1. Give students the following worksheet.

p i n ___	p a l ___
___ ___ ___ ___	___ ___ ___ ___
T i m ___	n a m ___
___ ___ ___ ___	___ ___ ___ ___
f i n ___	m a n ___
___ ___ ___ ___	___ ___ ___ ___
b i t ___	a t ___
___ ___ ___ ___	___ ___ ___

Have them fill in the "e" and then copy the whole word. Include the words that were presented as new material in this lesson and a few other known key words that follow the same pattern.

2. Present and practice questions/answers orally using cue cards.

How are you? I'm fine. Thank you.

What's your name? My name is _____.

What time is it? It's nine o'clock.

VI. Homework

Give students the following familiar oral questions and answers in writing.

How are you?

I am _____. Thank you.

What is your _____?

My _____ is _____.

What _____ is it?

It is _____ o'clock.

Ask them to read them and fill in the blanks with the appropriate words (fine, name, time, nine).

VII. Materials Needed

Flashcards for key words (and an "e" card), blackboard and chalk, and copies of two prepared worksheets.

SAMPLE LESSON

LITERACY 3

I. Literacy Objective

To read and write a variety of container words (box, bag, bottle, bunch, carton, jar) with their respective food contents.

II. Oral/Visual Review

Present a variety of pictures of food with which your students are already familiar and ask them, "What is this?" Include foods or items that you will later use with container words. Ask a different student to write each word on the board while the others write them in their notebooks.

milk	rice	carrots	coffee
eggs	soda	flowers	beans
sugar	oil	peanut butter	
tea	cereal	jelly	cookies
noodles		cigarettes	

Then present pictures of three container words that students already know: box, can, bag. Ask for the words and write them separately from the other words. With students looking at the board, ask them to complete the phrases:

a box of _____

a can of _____

a bag of _____

by choosing words from those on the board. There are two obvious answers for each, although there are other possibilities. Write the phrases on the board:

a box of tea , cereal (also - sugar, cookies)

a can of coffee , beans (also - carrots, soda)

a bag of rice , sugar (also - cookies, beans)

Have students copy two examples of each container word.

III. Oral/Visual Presentation of New Material

With pictures of foods in containers, present five new container words: bottle, bunch, carton, package, and jar. Many of these pictures can be the same ones used before to review the names of the foods and items. Model each new word for your students with what it contains and have them repeat:

a bottle of soda

a bottle of oil

a bottle of milk

After one container word and several examples, move on to the next container word. Write the container words on the board under can, box, and bag as you present them.

IV. Practice

With a list of the container words on the left of the board and the foods and items on the right of the board, ask students to complete phrases with the new container words as they did with the three familiar ones:

a bunch of flowers

a bunch of carrots

a carton of eggs , etc.

Write the phrases in the middle of the board and have students copy them. Practice reading the phrases. Use pictures as cues, if needed.

Extra Activity: Give students the following type of worksheet:

a bottle of _____

a bottle of _____

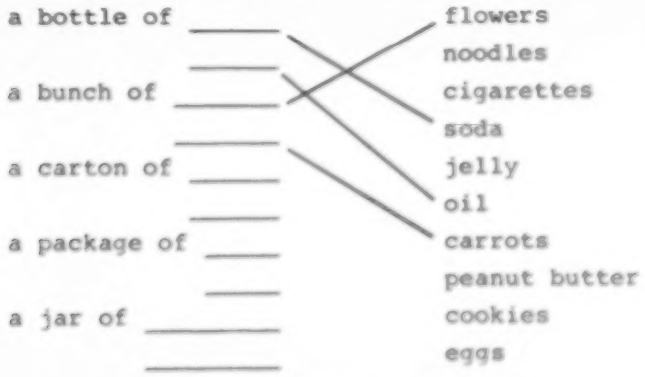
a bunch of _____

etc.

Ask students to fill in the blanks and practice reading the phrases.

V. Application and Integration

Pass out the following matching worksheet:



Have students match two items to each phrase. Check the matching and then have students write the appropriate items in the blanks. Read over the phrases.

Extra Activity: Have students complete and practice reading the following dialogue:

I am going to the store.

Do you want anything?

Yes. Please get me a _____ of eggs,
a _____ of soda, a _____ of cookies,
a ____ of sugar, and a _____ of coffee.

Do you have some money?

Yes, here is $10.00.

VI. Homework

Ask students to make a real food shopping list for themselves. First, ask them to write the names of the food items and then decide what container words are appropriate.

grapes	a bunch of grapes
chicken	a package of chicken
soy sauce	a bottle of soy sauce
onions	a bag of onions
etc.	

Tell them that if they have trouble with some of the words but can recognize the items in the store, they should go to the store and copy the name of items from their containers and then decide what types of containers they are in.

VII. Materials Needed

Pictures of foods and containers, blackboard and chalk, and copies of three prepared worksheets.

6. Literacy Materials

A wide variety of materials can be used in teaching your literacy classes, including flashcards, pictures, and worksheets. The materials you use will depend upon the number of students you are teaching, the literacy level of your students, and the survival needs of your students, as well as what you have available to you (copy machine, blackboard, etc.).

In selecting or making any materials for your class, there are several points you should keep in mind:

- Are the materials oriented to the needs of your adult students?
- Are the materials clear and easy for the students to understand?
- Are the materials easy for you to use?
- Are the materials culturally suitable; do they not presuppose a familiarity with American culture; do they avoid stereotyping?

You will find that most of the materials you use will be teacher-made: flashcards, worksheets, and pictures/sketches. Real life activities can also be very worthwhile learning activities for your students (class trips, reading real labels on medicine, etc.). There are also some published texts/reference books, most of which are based on synthetic and analytic approaches, that can serve as good resources.

TEACHER-MADE MATERIALS

Flashcards: You'll need a good supply of paper and magic markers to make yourself flashcards for:

- letters
- numbers
- key words
- sight words
- clock and digital time
- prices
- dates
- telephone numbers
- zip codes
- signs
- pictures - sketches, stick figures, etc.

You don't need to be a great artist to make useful flashcards. Just keep your flashcards as simple as possible so as not to confuse your students.

Pictures: From magazines and catalogues, you can cut pictures that can be used for sight words, picture stories, Language Experience Stories, and Problem Posing Activities.

Worksheets: For writing activities, worksheets can be easily made for use in the class and for homework. See Literacy Methods and Techniques, Lesson Planning (Homework), and the Appendix for worksheet ideas.

Class Trips: Trips can be used to provide further practice for work that is done in the classroom -

- a trip to the supermarket to locate certain foods (sight words) and read prices (Literacy 1, 2)
- a trip to the bank to get some deposit slips to be filled out (Literacy 3)
- a trip to a subway station to practice reading the map of the subway system and to practice giving/receiving directions (Literacy 2, 3)

Remember that if your materials and classroom activities are related to your students' real needs, it is more likely that your students will learn from you.

BIBLIOGRAPHY OF LITERACY MATERIALS

Suggested Literacy Texts:

- Entry to English, Books 1,2,3,4, Beal (Steck-Vaughn, 1982).
  This series is designed to teach literacy skills to adult ESL students who are not literate in their native language. The exercises have clear photos and sketches, key words are presented in phonics exercises, and the vocabulary is survival oriented. Students should already be familiar orally with most of the vocabulary.
  Book 1 (Literacy 1) - includes Readiness, Numbers, Letters, and Key Words
  Book 2 (Literacy 1,2) - includes Readiness, Personal Information (Forms), Numbers, Money, Signs, Emergency Sight Words, Letters, and Key Words.

Book 3 (Literacy 2) - includes Letter and Word Recognition, Phonics (beginning, end, and middle sounds), Calendar, Time, Places, Maps, Schedules

Book 4 (Literacy 3) - includes Alphabetical Order, Shopping, Labels, Menus, Health Care, Jobs

- A New Start, Literacy Workbooks 1 & 2, Mrowicki & Furnborough (Heineman, 1982)

  Also written to be used with illiterate limited English speaking adults, these workbooks contain reading and writing exercises focusing on sight words techniques. The exercises are clear, well layed out, and they address the survival needs of adults.

  Workbook 1 (Literacy 1,2) - includes Pre-Reading, Names, Numbers, Money, Calendar, Personal Information, Signs, Foods, Directions, Clothing, Emergency Assistance, Places, Quantities

  Workbook 2 (Literacy 2,3) - includes Upper and Lower Case Letters, Time, Dates, Forms, Food, Travel Routines, Appointments, Signs, Medicine Labels, Floor Plans, Checks, Bills, Family

- A New Start, Student's Book, Mrowicki & Furnborough (Heineman, 1982)

  "A Functional Course in Basic Spoken English and Survival Literacy", this is an ESL text written to be used with beginning level adults. Although this book does not provide extensive written practice for literacy students, many of the units are appropriate for use in literacy classes.

  Literacy 1 - Units titled Names, Simple Numbers, Counting Money, Calendar, Restroom Signs, Time, Sign Recognition

  Literacy 2 - Units titled Calendar, Giving Personal Information, Simple Directions, Food Ads, Dates, Making an Appointment, Sign Recognition, Safety Signs

  Literacy 3 - Units titled Colors and Clothing, Quantities, Filling in a Form, Reading Medicine Labels, Using Checks, Paying Bills, Family

- Passages to ESL Literacy, Workbook and Instructor's Guide, Longfield (Delta Systems, 1981)

  Divided into four parts, this book teaches literacy skills to adult ESL students using phonics and sight words. The Student Workbook consists of worksheets that provide lots of practice for literacy students.

Part 1 (Literacy 1) - includes Personal Information, Visual Discrimination, and Numbers

Part 2 (Literacy 2,3) - includes Sound Symbol Association, the Alphabet, Reading/Writing Words and Simple Sentences, Personal Information

Part 3 (Literacy 3) - This part is correlated to Lessons 1-10 of an ESL text, Delta's Effective ESL for the 21st Century. Included are worksheets on Personal Information, Time, Occupations, Calendar, Money, Food, Places, Household Objects, Family

Part 4 - Transition to Cursive Writing - includes Letters and Words in cursive writing

- Basic English for Adult Competency, Keltner, Howard, & Lee (Prentice-Hall, 1983).
  This ESL text can serve as an aide for teachers whose students know almost no English and who may or may not be literate in their native language. The chapters on Identification and Communication, Food and Money, Health and Emergencies, Occupations/Jobs, and Banking and Postal Services can be useful for sight word activities in literacy classes.

Suggested Reference Books:

- A Handbook for ESL Literacy, Bell & Burnaby (Janus, 1984).
  A practical guide to teaching beginning reading and writing skills to limited English speaking adults, this book includes chapters on Teaching Pre-Literacy (Shape Discrimination, Letters, and Numbers), Teaching Reading (Language Experience Approach, Real Materials, Total Physical Response, Dialogues, Interviews, Sight Words, Phonics, and Word Families), Teaching Writing (Letter Formation, Content and Sentence Structure, and Spelling), Teaching Multi-Level Classes, and Sample Lesson Sequences.

- ESL/Literacy for Adult Learners, Haverson & Haynes, (Center for Applied Linguistics, 1982).
  This booklet describes the goals and content of literacy training for limited English speaking adults. Included are sections on Pre-reading skills & Activities, Writing Activities, and Reading Activities. The approach used is an eclectic one, combining the analytic, synthetic, and Language Experience approaches.

- From the Classroom to the Workplace: Teaching ESL to Adults (Center for Applied Linguistics, 1983).
  This reference book includes several articles on current themes in "nonacademic" ESL instruction for adults. The chapter on Teaching ESL to Nonliterate Adults discusses who belongs in a literacy class, the objectives of a literacy class, sight word and phonics approaches, and reading and writing readiness. Sample sequences of literacy instruction are also included. The chapter on Teaching ESL in the Multilevel Classroom includes a discussion of literate and nonliterate students in the same class and a variety of approaches and techniques for teaching a multilevel class.

- A Writing Book, English in Everyday Life, Carver, Fotinos, and Olson (Prentice-Hall, 1982).
  This text, although not written as a literacy text, can serve as a good resource book for teachers. This should not be used as a text for literacy students. The chapters address areas in everyday life where writing skills are used: Addresses and Postal Services, Greetings, Money and Credit, Food, Consumer Needs, Traveling, Employment, Notes, Business Letters, Invitations, Announcements.

- Lifelines, Books 1,2,3,4, Foley & Pomann (Regents, 1982).

  and

- English for Adult Competency, Books 1 & 2, Keltner, Howard, & Lee (Prentice-Hall, 1981).
  These books are good resource books on survival topics and survival information. They are not designed to be used as literacy texts. Topics include Identification and Communication, Food and Money, Health Care, Transportation, Housing, Clothing and Fabrics, Looking for a Job, Banking and Postal Services, and Community Resources.

For a complete bibliography of literacy text and resources see References Consulted, pages 121 - 123.

7. Assessment and Evaluation of Student Progress

SAMPLE LITERACY ASSESSMENT TEST

Directions and Scoring

All literacy students should be assessed before literacy instruction begins, or during the first day of class. This test (pages 83 - 86) is divided into two sections and should be done individually. Administer Section I, then stop and score it before deciding whether or not to go on to Section II.

Section I. For part A, read one of the four items in each of nos. 1-10. Ask the student to point to or circle the corresponding written form. You may score the items on a separate sheet of paper as you go along. For part B, ask the student to match the symbol with its written meaning by drawing a line or pointing. In part C, have the student locate the word on the left in the string of words on the right. Have him or her point, circle, or underline the word. In parts D and E, ask the student to write the words, numbers, and times in the appropriate blanks. Give one point for each correct answer. If the student has less than 10 correct, stop the test and begin with the Literacy 1 curriculum. If he or she has 10 or more correct, go on to Section II.

Section II. For part A, ask the student to read the sentence, either silently or aloud, and point to or put an X under the picture that corresponds to the meaning of the sentence. In part B, ask the student to read the words aloud. If the utterance can be understood by you, then count it as correct. You can ask the student to say it a second time more carefully. Part C requires the student to complete the sentence in writing. There are a number of acceptable sentences. The criteria is for the sentence to be grammatically correct and to relate to the picture. Part D asks the student to read a short paragraph and answer two comprehension questions about it. Have the student read the questions and write the answers. Phrases will do; he/she doesn't have to write complete sentences.

If the student has a score between 10 and 16 on Section I and 0-4 on Section II, then begin with Literacy 1. Be prepared for the possibility of the student moving quickly through Literacy 1 into Literacy 2. If the score on Section I is above 10 and the score on Section II is 5 to 8, then begin the student with Literacy 2 with a quick review of Literacy 1. If the score on Section I is above 14 and the score on Section II is 9 or above, then review Literacy 2 and begin work with the Literacy 3 curriculum.

Section I score	Section II score	Literacy Level
0 - 10	-	Literacy 1
10 - 16	0 - 4	Literacy 1
10 or above	5 - 8	Literacy 2
14 or above	9 or above	Literacy 3

There is some subjectivity in the scoring of the test. If the main "connection" in an item is made by you as a demonstration for the student, then the answer should not be counted as correct. If the student knows the answer but needs a little help to "write" (circle, draw a line, etc.) the correct answer, the answer should be counted as correct. After the test is administered, jot down notes about uncertainties displayed by the student and any other information you learned about the student's skills such as "knew answer orally", or "could copy phone number, but not write it from memory". This information will be useful in planning your first few classes.

International Institute of Boston

Sample Literacy Assessment Test

Section I

A.

1.	a	i	e	o
2.	p	x	h	l
3.	Q	B	G	U
4.	at	ta	to	it
5.	th	st	ch	sh
6.	set	let	pet	met
7.	mop	pan	nap	map
8.	3	5	7	10
9.	16	60	15	50
10.	thirteen		thirty	
	twenty		twelve	

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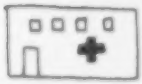
B.

11. hospital

12. telephone

13.  men

14. don't walk

C.

15. b u s b a b y s u b s t o p b u s a t

16. c a n n a p c a t c a n t a c k

17. d o g g o d o n e d o g o n g o n e

D.

18. Name _____

19. Address _____

20. Telephone Number _____

E.

21. _____

22. _____

Number correct ___

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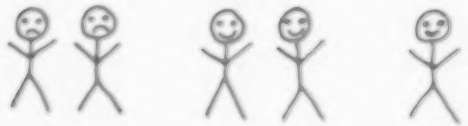
Section II

A.

1. She has a headache.

___ ___ ___

2. They are happy.



___ ___ ___

B.

3. bag

4. post office

5. kitchen

6. 2 boxes of rice

7. $1.27

8. 2½ lbs.

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C.

9.

He _____.

10.

She _____.

D. Maria came to the U.S. in 1982. She works at night. She has 5 children.

11. When did Maria come to the U.S.?

_____

12. How many children does she have?

_____

- -

Number correct _____

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Along with the initial assessment test, you should try to find out if the student can read and write in his/her own language and, if so, if that language uses the Roman alphabet. Also, find out how many years of schooling the student has had. If the student is illiterate in his/her own language (and in English) and has had no schooling, then there will be a need for pre-reading and pre-writing activities. With increasing exposure to literacy and/or schooling, the need for many pre-reading and pre-writing activities will decrease. With familiarity with the Roman alphabet, the need for letter and number writing practice will be minimal. You can find out this information by asking the student directly, through a bilingual friend, or by using a prepared written statement in the student's language.

During your initial assessment, you need to take into consideration any physical limitations your student might have, especially relating to sight, hearing, and fine motor skills.

ONGOING ASSESSMENT AND EVALUATION

There is constantly a need for you and the student to know if what is being taught is in fact being learned. You can check on this on a daily basis by giving summary or review questions or worksheets near the end of class, or homework relating to the new material presented that day. You can also use the initial review activities to see how much was retained from the previous lesson.

After you do a series of related lessons grouped around, for example, telling time, you should plan a review activity or worksheet that briefly goes over all of the types of material in the series of lessons, before you move on to a new topic.

Every several weeks, after you have covered a sizable amount of material, you should plan review/test worksheets or activities that may have different sections and require students to perform different tasks. These test sections and tasks should be similar to the worksheet, review, and class activities that your students have been performing on a daily basis. Periodic testing is also important to tell you what material needs review and what material is firmly learned and can be built upon.

8. Teaching Mixed Literate/ Illiterate Classes

If you are teaching an ESL class that has some illiterate students and others who are literate, you will need to plan your lessons and use of class time and space to accommodate different levels of ability. Not only will you need to plan different reading and writing activities for each group, you will need to consider carefully all written cues and other visual and written materials used when you are doing oral ESL with the whole class. Use pictures, objects, or actions as cues, or be sure that any written words used as cues are known as sight or key words by the whole class first.

Even though you must plan different reading and writing activities for each group, it is still beneficial and practical to do oral work with the whole class together. The same oral lesson can be taught and followed by different reading and writing activities. To help facilitate the two groups working separately, it is useful to physically separate them. This can be done by setting up two circles of chairs, having students sit around two different tables, or just having the literates at one end of the table and the illiterates at the other. A little distance between each group is necessary to keep them from distracting one another, especially when reading aloud, being dictated to, etc.

The following suggestions are types of activities that each group can do while the teacher is working with the other group.

Activities that a literate group can do on its own:

- fill-ins (cloze)
- filling out forms
- writing answers to questions
- writing questions
- writing sentences and paragraphs
- reading paragraphs and answering questions
- writing a dialogue in pairs
- any "homework-type" worksheet related to oral ESL work

Activities that literacy students can do on their own:

- matching
- identifying and circling
- tracing
- copying
- fill-ins (cloze)
- very simple forms
- scrambled sentences
- picture question/answer (What time is it? ____)

All of these literacy activities will require previous oral practice, and modelling of the written work by the teacher.

When the two groups are separated, you should work with one group while the other is working on its own. It is important that the group working on its own understands and is able to carry out its tasks and that it has enough work to last until you return to work with them. You may want to check on the group working on its own during a moment that students you are working with are busily employed with their own reading/writing activities. Directing two separate groups with occasional switching back and forth requires careful planning and increased awareness of students' literacy abilities and working paces.

The following Sample Activity Outlines provide examples of mixed class activity sequences. The numbers in front of each activity tell where the teacher would be working.

SAMPLE ACTIVITY OUTLINE

1. Work orally on a question/answer cloze exercise (see example on page 38) with all students. Cue the fill-ins (sight words) for the blanks with either real objects or word flashcards (if they are known as sight words).

Literacy group

2. Give students a worksheet with the sight words from the cloze exercise. Have them trace and then copy the words several times.

4. Check on copied words. Give students a cloze exercise worksheet of the same questions and answers. Have them copy the fill-in words into the blanks.

6. Practice reading the questions and answers first with students repeating after you, then question (teacher) and answer (student), then finally in pairs of students.

Literate group

3. Dictate the questions and answers to the students. Have them read the dictation back to you and practice reading it in pairs.

5. Have students write similar questions and answers relating to the same topic, in pairs.

7. Check over written questions and answers. Have students practice reading them in pairs.

8. Bring the groups together. Have the students practice the questions and answers orally, using word flashcards as cues.

SAMPLE ACTIVITY OUTLINE

1. Use picture story (see example on page 44) with the whole class. Generate a story/discussion orally. Go over 4-6 key vocabulary words together. Separate the groups.

Literacy group

Literate group

2. Have the literate group write the story or a similar story of their own including the key vocabulary.

3. Present and practice orally 3-4 sentences from the picture story. Review 4-5 key words with flashcards. Give them a simple worksheet with the same 3-4 sentences with 4-5 blanks in it for 4-5 key words. Have them copy the 4-5 key words and then fill in the blanks on the worksheet with the appropriate key words. Have them practice reading the story.

4. Bring the groups together. Collect (and correct later) the stories of the literate group. Give the literate group the same simple cloze sentences that the literacy group has and have several literacy students read the sentences as a dictation for the literate group. When the dictation is finished, have a literate student read the sentences aloud.

SAMPLE ACTIVITY OUTLINE

1. Present and discuss the different elements of a simple form (see examples on pages 47, 107-112). Practice orally the information to be given in response to name, address, street, city, state, telephone number.

Literacy group

Literate group

2. Give them 3 copies of this form on a worksheet to practice filling out.

3. Practice above sight words with flash cards. Give students a worksheet of the form with the responses to the above sight words for each individual student written in dotted lines next to the appropriate sight words and with a blank line for copying underneath. Have students read the sight words and then trace and copy their own personal information.

4. Give students worksheets of forms requesting the same information but in varying formats such as in boxes, with sight words below the lines, with sight words all in capital letters, etc. Have them fill out the forms.

5. Give students a worksheet with 3 copies of the simple form for them to fill out (finish for homework).

9. Teacher Self-Evaluation

As a literacy teacher, you should spend time every few weeks thinking about your teaching. Read over your lesson plans; think about what went wrong and how you might do it again differently. Ask yourself the following questions:

1. Am I aware of students' literacy and survival needs? Do I plan lessons that include phonics, sight words, writing, and reading to meet those needs?

2. Are activities well planned and sequenced in small steps?

3. Are materials at the right level for the students? Are new words chosen carefully?

4. Am I aware of students' cultural backgrounds and previous exposure to literacy and schooling?

5. Is my lesson plan well organized and easy to follow?

6. Are my oral presentations clear, easily audible, and at a relaxed pace?

7. Are board presentations easily legible and large enough?

8. Are my teaching aids clear in meaning and ample in size, and are worksheets well laid out?

9. Is there a realistic amount of new material presented in each lesson, and can students demonstrate an understanding of the new material?

10. Is there ample review of old material and practice of new material in each lesson?

11. Do lessons give students the opportunity to incorporate reviewed material with new material?

12. Do I include less structured application and integration activities?

13. Do I give sufficient and appropriate homework?

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14. Are activities lively and varied, encouraging student participation and including some student-to-student exercises?

15. Do I keep my talking and explanations to a minimum?

16. Do I include oral/visual practice with new material before written activities?

17. Do I try to use my students' oral English repetoire in the literacy activities?

18. Do I check on individual understanding of material at random points but especially when working with new material?

19. Do I include periodic review/testing of what has been taught?

20. Do I wait for students to respond and give them time to think when they don't respond immediately?

21. Do I give encouragement and positive reinforcement to students even when correcting them?

22. Do I give informal feedback on performance and progress, and encourage students to correct themselves?

23. Am I in control of the group/individual learning experience?

24. Do I have a good rapport with, and a positive and sympathetic attitude toward students?

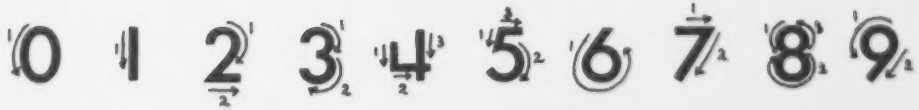
25. Do I treat students as adults and with respect?

26. Do I show enjoyment in teaching?

Appendix

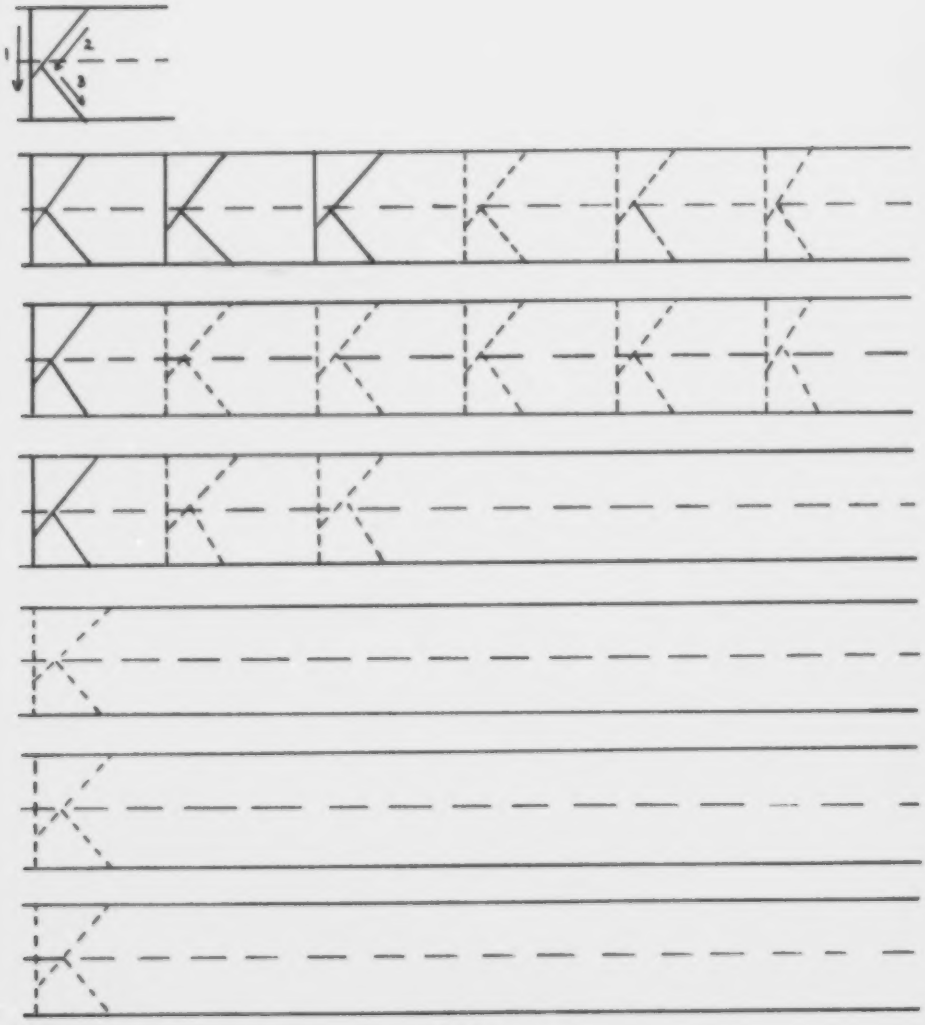
ALPHABET

NUMBERS



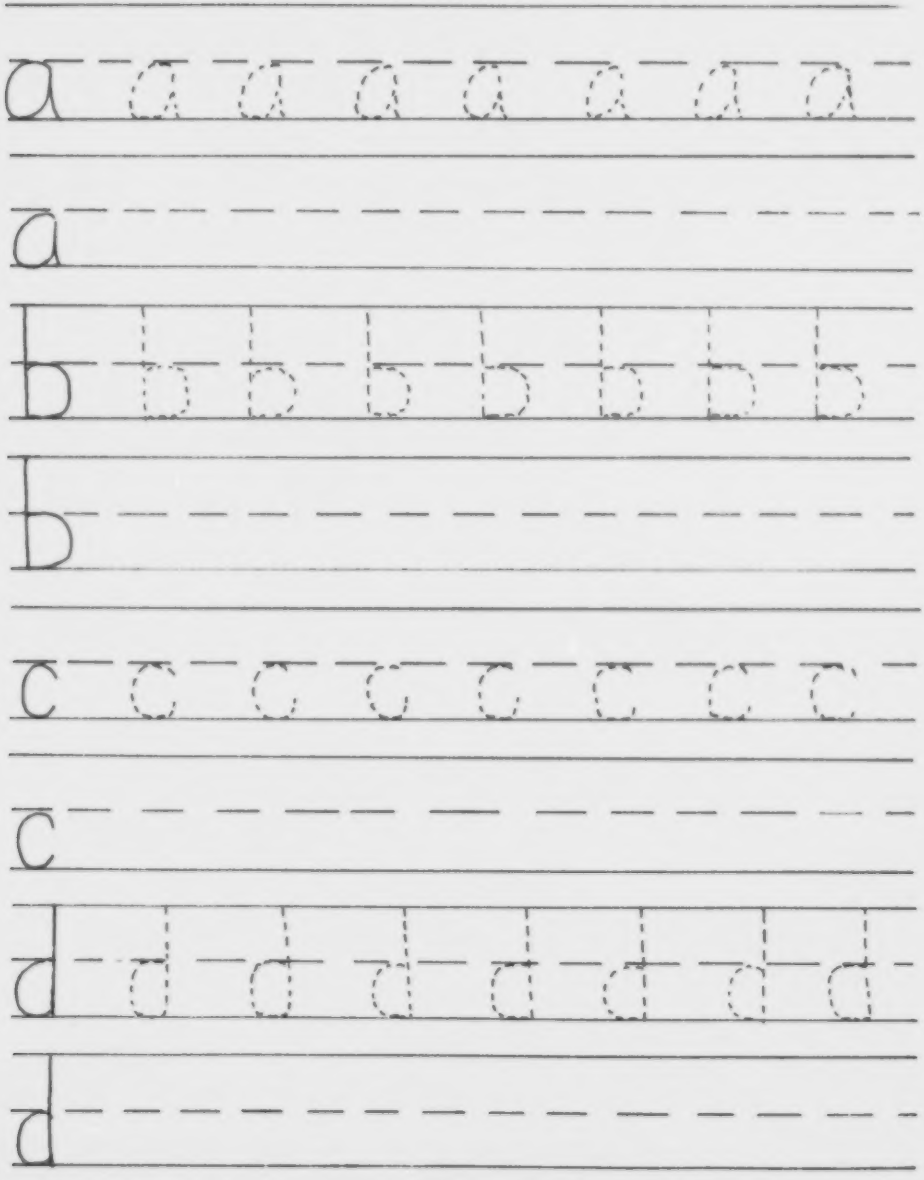
SAMPLE WORKSHEET

Literacy 1



SAMPLE WORKSHEET

Literacy 1



SAMPLE WORKSHEET

Literacy 1

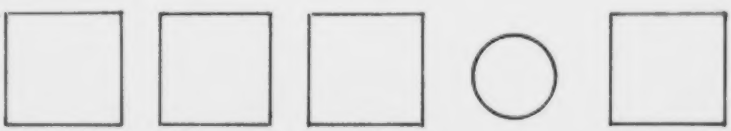
PUT AN X ON THE SHAPE THAT IS DIFFERENT

1.

2.

3.

4.

5. 

SAMPLE WORKSHEET

Literacy 1

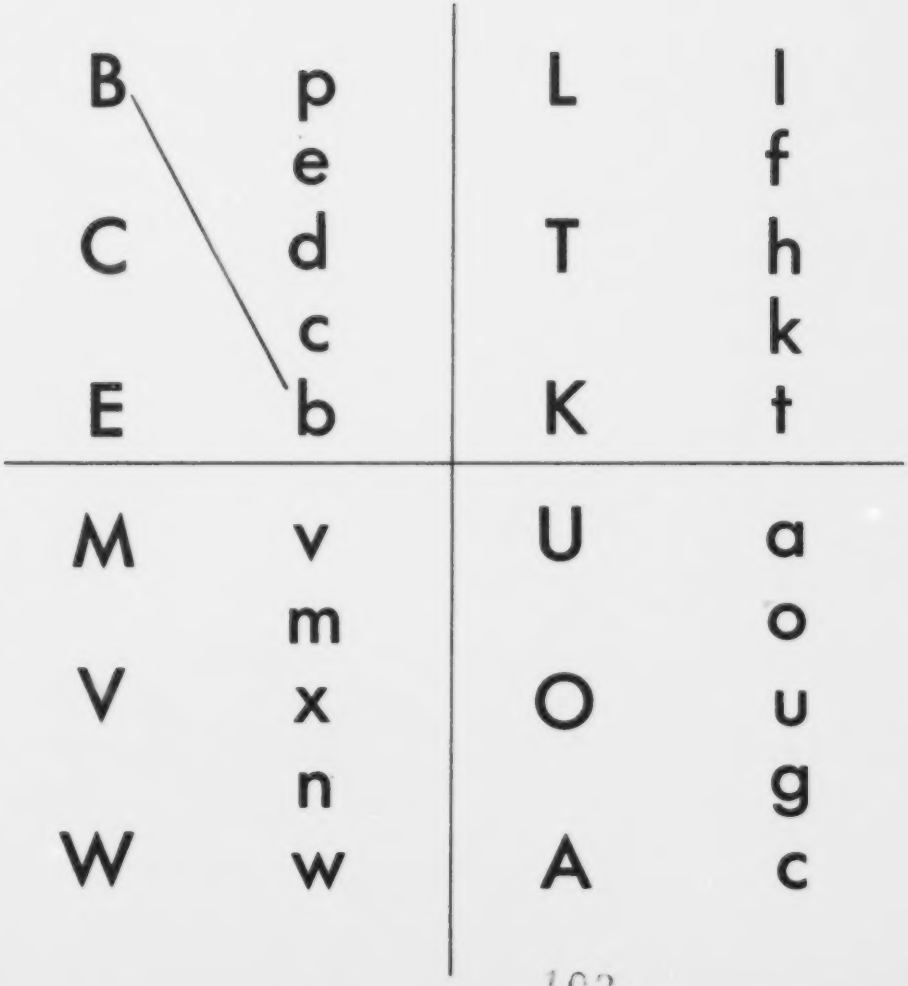
CIRCLE THE LETTER THAT IS THE SAME

1.	m	(m) a e (m) l
2.	s	a s s t s
3.	T	T L S L T
4.	L	l L L t M
5.	e	e e s e a
6.	a	E a A e a
7.	M	T M A M m
8.	t	T l t t L
9.	l	l t l l A
10.	A	A A t L T

DIRECTIONS COULD ALSO BE TO UNDERLINE, CHECK, OR PUT AN X ON THE LETTER THAT IS THE SAME/DIFFERENT. THIS TYPE OF WORKSHEET CAN ALSO BE DONE WITH WORDS.

SAMPLE WORKSHEET
Literacy 1

MATCH



SAMPLE WORKSHEET

Literacy 1

CIRCLE THE CORRECT NUMBER

	5	(4)	7	9
	11	17	9	7
	3	2	8	0
	15	5	3	6
	6	9	8	10
	6	8	4	9
	8	9	7	4
	14	13	3	18

SAMPLE WORKSHEET

Literacy 1

0	1	2	3	4	5	6	7	8	9	10

FILL IN

0	1	2	3	___	5	6	___	8	___	10

0	1	___	3	4	___	6	___	8	9	10

___	1	2	___	4	5	___	7	___	9	10

___	___	2	3	___	5	___	7	___	9	___

0	___	2	___	___	5	___	7	___	___	10

0	___	___	3	___	___	___	7	___	___	10

___	1	___	___	___	5	___	___	___	9	___

0	___	___	___	___	___	___	___	___	___	10

THIS CAN ALSO BE DONE WITH THE ALPHABET WHEN ALPHABETICAL ORDER IS BEING STUDIED (LITERACY 3).

SAMPLE WORKSHEET

Literacy 1

WRITE YOUR NAME

Name _____
first last

name _____
last first

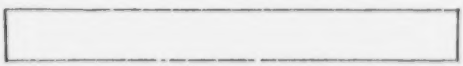
First Name _____

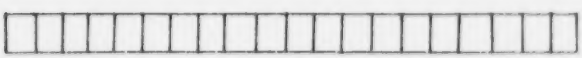
Last Name _____

Name _____

first name _____

last name _____


Name

Name 

SAMPLE WORKSHEET
Literacy 2

MATCH.

first	INITIAL
last	AREA CODE
middle	FIRST
initial	PHONE NO.
phone no.	LAST
area code	ZIP CODE
zip code	MIDDLE

WRITE ABOUT YOU.

First Name _____
Last Name _____
Middle Initial _____
Middle Name _____
Phone No. _____
Area Code _____
Zip Code _____

SAMPLE WORKSHEET

Literacy 1, 2

WRITE ABOUT YOU

NAME _____

ADDRESS _____

NAME _____
FIRST LAST

ADDRESS _____

_____
CITY STATE

NAME _____
LAST FIRST

ADDRESS _____

_____
CITY STATE ZIP CODE

NAME _____

ADDRESS _____

PHONE NO. _____

NAME _____
FIRST LAST

ADDRESS _____

_____
CITY STATE ZIP CODE

PHONE NO. ( ) _____

SAMPLE WORKSHEET

Literacy 3

CIRCLE/CHECK THE CORRECT WORD ABOUT YOU

SINGLE
MARRIED
DIVORCED
SEPARATED
WIDOWED

1. WIDOWED DIVORCED SEPARATED MARRIED SINGLE

2. SEPARATED SINGLE MARRIED DIVORCED WIDOWED

3. MARITAL STATUS: SINGLE SEPARATED
MARRIED WIDOWED
DIVORCED

4. MARITAL STATUS: ___ SINGLE ___ SEPARATED
___ MARRIED ___ WIDOWED
___ DIVORCED

5. MARITAL STATUS: ☐ SINGLE ☐ SEPARATED
☐ MARRIED ☐ WIDOWED
☐ DIVORCED

SAMPLE WORKSHEET
Literacy 2.3

SIGN YOUR NAME: _____

Signature: _____

Sign Your Name: _____

SIGNATURE: _____

_____
SIGNATURE

_____
Signature

_____
SIGNATURE

_____
Signature

SAMPLE WORKSHEET
Literacy 3

COMPLETE THE FORM

MR.
MS.
MRS.
MISS

NAME: _____
(LAST) (FIRST) (MIDDLE)

ADDRESS: _____
(No.) (STREET) (CITY) (STATE) (ZIP CODE)

TEL. No. ( ) _____ SOC.SEC.No. _____

MARITAL STATUS:

SEPARATED _____
SINGLE _____ DIVORCED _____
MARRIED _____ WIDOWED _____

BIRTH DATE: _____ AGE: _____
(Mo.) (DAY) (YEAR)

_____ _____
SIGNATURE DATE

SAMPLE WORKSHEET
Literacy 1, 2

LISTEN. PUT AN X ON THE CORRECT TIME.

1.	7:00	9:00	1:00	4:00
2.	9:00	3:00	2:00	8:00
3.	5:00	6:00	8:00	9:00
4.	1:00	10:00	7:00	11:00
5.	12:00	3:00	10:00	2:00
6.	7:15	4:15	9:15	1:15
7.	3:20	6:20	9:20	8:20
8.	10:30	4:30	11:30	1:30

SAMPLE WORKSHEET

Literacy 1, 2

LISTEN TO THE TIME. FINISH THE CLOCKS. WRITE THE TIME.

3:00

SAMPLE WORKSHEET

Literacy 2

WRITE THE CALENDAR FOR THIS MONTH.

_____

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.

SAMPLE WORKSHEET
Literacy 2

AUGUST 1985

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

WRITE THE DATES

August 3, 1985 8/3/85

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SAMPLE WORKSHEET
Literacy 1, 2

WRITE THE TIME.

1. I get up at _____, AM.

2. I go to school at _____, __M.

3. I go home at _____, __M.

4. I eat lunch at _____, __M.

5. I eat dinner at _____, __M.

6. I go to bed at _____, __M.

SAMPLE WORKSHEET

Literacy 1

WRITE THE ANSWER.

1. How much is the pen?

The pen is _____.

2. How much is the bag?

The bag is _____.

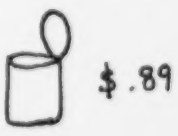
3. How much is the box?

The box _____ _____.

4. How much is the hat?

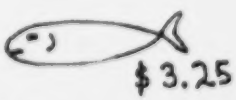
The _____ _____ _____.

5. How much is the can?



The _____ _____ _____.

6. How much is the fish?



_____ _____ _____ _____.

SAMPLE WORKSHEET
Literacy 2,3

Date _____

Dear Landlord,

(The livingroom is cold.)

_____

(The radiator is cold.)

_____

(There is no heat.)

_____

Please fix the heat today.

Sincerely,

(Name)

_____

This worksheet would by done as a follow-up activity to a picture story.

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